

MONTANA PARTNERSHIP FOR EARLY LITERACY

Evaluation Report of Implementation from January – August, 2010

October 2010



Montana Partnership for Early Literacy

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EXECUTIVE SUMMARY

Overview

The *No Child Left Behind Act of 2001* added a new reading initiative to the *Elementary and Secondary Education Act*—the Early Reading First program. It addresses the concern that many children enter kindergarten without the necessary literacy foundation to enable them to succeed in school. In fall 2009, the United States Department of Education awarded an Early Reading First grant to the Montana Office of Public Instruction (OPI) to implement the *Montana Partnership for Early Literacy* (MTPEL). OPI planned on implementing MTPEL in 23 classrooms, located in five sites throughout Montana, from January 2010 through May 2012. MTPEL has four goals:

1. All participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.
2. All classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills.
3. All teachers will achieve high levels of instructional proficiency with research-based practices through timely, targeted, sustained, and intensive professional development on children's acquisition and use of language, phonological awareness, alphabet knowledge, and print awareness. Teachers' instructional proficiencies are applied both to (1) children making satisfactory progress, and (2) children for whom progress monitoring identifies the need for intervention in a Response to Intervention (RTI) process.
4. All children and families will transition successfully into K-3 programs aligned with scientifically based reading research (SBRR).

To attain these goals, MTPEL combines two SBRR programs—*Opening the World of Learning* (OWL) and *Language for Learning* (LFL). These two curriculums form the core reading program (Tier I) in which all children participate. Based on a RTI model, children not performing at anticipated levels receive additional supports in Tier II or Tier III.

The RTI model is supported by the administration, analysis, interpretation, and use of data from a variety of screening, progress monitoring, and outcome assessments including the *Peabody Picture Vocabulary Test 4* (PPVT), *Test of Preschool Early Language* (TOPEL), *Phonological Awareness Literacy Screening* (PALS), *Get It Got It Go!*, and *Get Ready to Read*. Additional data on the classroom environment and instruction are gathered from the administration of the *Early Language and Literacy Classroom Observation* (ELLCO) and the *Classroom Assessment Scoring System* (CLASS).

In conjunction with a comprehensive educational program in the classroom, additional programming is available to increase MTPEL children's preparedness for kindergarten and reading. Family and community members are invited to participate in parent workshops and Countdown to Kindergarten. These programs are aimed at improving parents' ability to communicate with their children and build language, building community connections, and introducing families to the elementary school and kindergarten teachers. MTPEL also works with the local education agencies (LEAs) to ensure alignment exists between the preschool and kindergarten curriculums.

Attention is also focused on improving the English language acquisition of MTPEL's English language learners (ELLs) who are primarily members of an American Indian tribe and attend school in an area on or near an American Indian reservation. In addition to participating in instruction in a culturally responsive classroom, MTPEL staff members are trained in *Structured English Immersion*, a program that incorporates principles of *Specifically Designed Academic Instruction in English*. A second population targeted in the grant is special needs children; implementation of the RTI model addresses this focus.

An array of professional development opportunities, including summer and winter Institutes, site-based training, coaching, professional learning communities, undergraduate/graduate coursework, portfolio development, and workshops are provided to MTPEL teachers, coaches, center directors, teacher assistants (TAs), parents, and kindergarten teachers in elementary schools where MTPEL graduates enroll.

In December 2009, OPI contracted with Education Northwest to provide a comprehensive evaluation of MTPEL. The evaluation addresses the extent to which implementation of its Early Reading First grant enabled it to meet its goals. The evaluation relies on a mix of methodologies to answer the evaluation questions. These include the analysis of child assessment and classroom observation data, classroom observations, the administration of surveys and staff member interviews, and document review.

Participation

From fall 2009, and continuing through August 2010, at least 53 teachers, TAs, coaches, and center directors participated in MTPEL, across five sites and 22 classrooms. These center staff members interacted with at least 399 children enrolled in MTPEL classrooms from January thru June 2010. The majority of these children will attend kindergarten in fall 2010 (61%) and were American Indian (55%); 15 percent¹ received special education services. Four-fifths of the children (n=318) were identified as participating continuously from January through May (as evidenced by having winter and spring test scores).

To What Extent Did MTPEL Accomplish Its Goals?

The following summarizes achievements in grant implementation. While training began in fall 2009, classroom implementation occurred during the five-month period from January thru May 2010. Additional training was provided in August 2010.

MTPEL used Early Reading First funding to support staffing, professional development/training, and materials.

The project brought five employees on board—A Project Director who oversees all aspects of the grant; two Early Reading First Specialists who provide professional development and technical assistance to all teachers, TAs, coaches, and center directors both off- and on-site; a Data Coordinator who is responsible for overseeing the team that administers the child assessments and classroom observation protocols and returning the data to pertinent project personnel; and a Family Coordinator who is responsible for

¹ This number is significantly different from what was originally expected (37%) and is likely a data collection error. MTPEL staff members and center coaches will focus on collecting an accurate accounting of children receiving special education services during the 2010–2011 preschool year.

implementing the family literacy and kindergarten transition plans. Assisting these five staff members are hired consultants who also provide professional development and technical assistance.

In addition to these staff members and consultants, six center coaches work with teachers and TAs in their classrooms and their center director. Center coaches support staff members by providing coaching, modeling and training on the new curriculums; ordering, organizing, and supplying curricular materials; administering, analyzing, and using assessment data; and meeting with teachers (individually and in groups) to share information, provide feedback, and review and plan lessons.

MTPEL provided the professional development content it anticipated, and that content was considered “helpful,” “very helpful,” or “extremely helpful” to recipients.

Beginning in fall 2009, and continuing through August 2010, MTPEL offered a variety of professional development opportunities to its teachers, TAs, coaches, center directors, and assessment team members. These included training on the classroom observation protocols (ELLCO and CLASS), the child assessments (PALS, PPVT, and TOPEL), and the curriculums (OWL and LFL). These topics, and others, were addressed off- and on-site. Overall, the content-area training MTPEL anticipated providing was provided. Training was well received by participants who usually found the formats and content at least “helpful,” and sometimes “very helpful” or “extremely helpful.”

MTPEL participants attended professional development that would allow them to attain the high levels of instructional proficiency required for children to effectively participate in elementary school and become proficient in reading.

Teachers, coaches, and center directors received a total of 200 hours of off-site professional development that included a winter and summer Institute. In addition, on-site professional development covering the same content, and that was provided through coaching from center coaches, Early Reading First Specialists, and hired consultants was estimated to total 140 hours. Research has found that effective professional development is delivered in the form of institutes and when the content provided therein is supported afterwards (Yoon, Duncan, Lee, Scarloss and Shapely, 2007). Finally, they found that professional development of at least 14 hours in duration is more effective than a lesser amount of professional development.

Families were not supported to assist their children to effectively participate in elementary school.

During the first year of grant implementation families were not supported to assist their children to effectively participate in elementary school, beyond how they were supported prior to implementation of the grant. The grant structures expected to address this—the family literacy and kindergarten transition plans—were not addressed with families during 2009–2010. However, planning at the state and center levels did occur during the summer of 2010. The Family Coordinator was working on the kindergarten transition plan and was gearing up to begin visiting area elementary schools in the fall. In addition to beginning to implement Countdown to Kindergarten, the Family Literacy and Culture toolkits were being designed. All of the sites had been visited, and interviews were conducted to ascertain the types of family and community involvement and kindergarten transition activities that were already occurring. Finally, the family components of the grant were discussed at the May training and at the Summer Institute; so professional development in this area has already started to be provided.

Teachers are on their way to achieving high levels of instructional proficiency with research-based practices and classrooms are on their way to containing the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children’s language and early literacy skills.

MTPEL identified six standards of effective teaching practice. These standards address both instruction and the classroom environment and were used as one means to address the extent to which MTPEL achieved this goal. Analyses of ELLCO and CLASS observation data show that:

- Teachers are establishing rich and engaging physical learning environments. Analyses found that the ELLCO Classroom Structure score increased from 14.4 to 16.2 (range from 4 to 20).
- Teachers are supporting children’s abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems. Analyses found that the CLASS Emotional Support score increased from 5.0 to 5.2 (range of 1 to 7); the CLASS Classroom Organization score decreased from 4.4 to 4.2 (range from 1 to 7).
- Teachers are supporting the development of young children’s language and early literacy skills throughout the day, using intentional, playful, and engaging instruction. The ELLCO Language Environment score increased from 10.3 to 12.2 (range from 4 to 20), the Books and Book Reading score increased significantly from 14.9 to 18.9 (range from 5 to 25), and the Print and Early Writing score increased from 7.6 to 8.7 (range from 3 to 15).
- Teachers are supporting the development of young children’s higher order thinking skills and understanding of the world and the way things work. The CLASS Instructional Support score increased significantly from 2.8 to 3.5 (range from 1 to 7).
- Teachers are creating environments and differentiated instructional opportunities that meet the needs of diverse learners. The ELLCO Curriculum score increased significantly from 8.1 to 10.7 (range from 3 to 15) and the CLASS Instructional Support score increased significantly from 2.8 to 3.5 (range for 1 to 7).

The sixth standard—teachers use information and data from a variety of sources to understand children’s instructional needs and to improve teaching and learning for young children—was evaluated using interview data from center coaches. They reported that while teachers did not receive a lot of professional development or resources for using data, many have begun to do so. They are using data from assessments (PALS and PPVT) and from LFL. Some teachers are administering assessments and some are familiarizing themselves with data reports. Others are using assessment data to group children and inform their instruction.

Additional measures of growth in teachers’ knowledge and skills will be assessed and results will be included in the 2010–2011 evaluation report. This year, the Teacher Knowledge Survey was administered in the winter, but a second administration did not occur in spring. The survey will be administered in spring 2011 and changes in knowledge will be assessed at that time.

What we do know from baseline scores is that staff members are confident in their ability to support the preschool children in their classrooms and have a high enthusiasm for learning. However, they lack some of the knowledge and skills to teach the children many of the prerequisites that will allow them to be successful in kindergarten and beyond.

Overall, respondents correctly answered about two-thirds of the items on Part One of the Teacher Knowledge Survey. Staff members were most knowledgeable in the area of reading and they were fairly knowledgeable in the areas of working with ELLs, incorporating the families and cultures of the children in their classrooms, language and vocabulary development, emergent writing, and differentiating instruction. Some of the skills endorsed by the National Early Literacy Panel (NELP, 2008) as being predictive of later literacy skills (e.g. letter knowledge and phonological awareness) were areas in which respondents answered fewer questions correctly. Staff members were least knowledgeable in the topic of letter knowledge.

Analyses of Part Two of the Teacher Knowledge Survey showed that about two-thirds or more staff members reported confidence in their ability to help, motivate, and support the children in their classroom in regard to early language, literacy, and writing. However, they were less confident in their ability to *teach* them about recognizing letter sounds, rhymes, and alphabet letters and early writing skills. While two-thirds of center staff members felt they had enough understanding of language concepts, knowledge, and skills to support children in early reading, writing, and language, just over half disagreed that they taught early reading and writing skills as well as other skills, or that they could track their children's skill developments in these areas. Most participants were highly enthusiastic about learning and improving their practices to better serve the children in their care.

Teachers' instructional proficiencies are being applied both to children making satisfactory progress, and children for whom progress monitoring identifies the need for intervention in a RTI process, to a limited extent.

During the first year of grant implementation, the RTI process intended to address this goal was not fully implemented; this is anticipated in the 2010–2011 school year. During 2009–2010, Tier I instruction, the first tier in the RTI process, was implemented, as all children received instruction in the core curriculums. Still, achievement gap analyses indicate that the achievement gap in the percentage of American Indian and white children scoring in the average range on the PPVT was closed by five points (13% gap reduced to an 8% gap). These analyses also indicated that the achievement gap in the percentage of children receiving and not receiving special education services, scoring in the average range on the PPVT, was closed by four points (28% gap reduced to a 24% gap).

Many participating children graduated with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.

According to analyses of PPVT, PALS, and TOPEL child assessment data, the majority of children age-eligible to attend kindergarten in fall 2010 were scoring in the average range in regard to receptive language (85%), expressive language (89%), phonological awareness (64%), print knowledge (67%), upper-case letter recognition (57%), knowledge of letter sounds (55%) and name writing ability (71%). Finally, teachers reported that the majority of these children made moderate to substantial growth in listening comprehension skills (75%).

Children age-eligible to attend kindergarten in fall 2011, had more variable progress. While the majority of these children were scoring in the average range in regard to receptive language (78%), expressive language (76%), print knowledge (62%), and phonological awareness (59%), fewer were doing so in regard to upper-case letter recognition (22%), knowledge of letter sounds (21%) and name writing ability (36%). Finally, teachers reported that the majority of these children made moderate to substantial growth in listening comprehension skills (62%).

It is unknown if the children and families who participated in MTPEL in the 2009–2010 school year transitioned successfully into K-3 programs aligned with SBRR.

During the first year of grant implementation the kindergarten transition plan and Countdown to Kindergarten were not addressed with parents. However, planning at the state and center levels did occur during the summer of 2010. The Family Coordinator was working on the kindergarten transition plan and was gearing up to begin visiting area elementary schools in the fall. All of the sites had been visited and interviews were conducted to ascertain the kindergarten transition activities that were already occurring. Finally, the family components of the grant were discussed at the May training and at the Summer Institute; so professional development in this area has already started to be provided.

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Thanks are also extended to Education Northwest staff members. Elizabeth Autio and Jason Greenberg-Motamedi assisted with the January classroom observations and provided well-needed socialization, food, and drinks after spending a week alone in Great Falls during a snow storm that dumped 20 inches on the city. Margaret Gunn ensured that all of the surveys were posted, entered survey data into spreadsheets, patiently entered and re-entered data into tables, made and re-made figures, proofread, and formatted the report.

Without the assistance of all of the above individuals, this report would not have been possible.

Thank you.

Angela Roccograndi

CHAPTER ONE: INTRODUCTION

Early Reading First

The *No Child Left Behind Act of 2001* added two new reading initiatives to the *Elementary and Secondary Education Act*—the Reading First program and the Early Reading First program. Early Reading First addresses the concern that many children enter kindergarten without the necessary literacy foundation to enable them to succeed in school. It is an initiative to create early childhood centers of excellence that prepare young children from low-income families to be successful in their future learning and to prevent reading difficulties. The mission of Early Reading First is “to ensure that all children enter kindergarten with the necessary language, cognitive, and early reading skills for continued success in school.”

Early Reading First has four program goals:

1. To support local efforts to enhance the early language, literacy, and pre-reading development of preschool-age children—particularly those from low-income families—through strategies and professional development that are based on scientifically based reading research
2. To provide preschool-age children with cognitive learning opportunities in high-quality language- and literature-rich environments so that the children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond
3. To demonstrate language and literacy activities, based on scientifically based reading research, that support the age-appropriate development of:
 - Oral language (vocabulary, expressive language, listening comprehension)
 - Phonological awareness (rhyming, blending, segmenting)
 - Print awareness
 - Alphabetic knowledge
4. To use screening assessments to effectively identify preschool-age children who may be at risk for reading failure

Montana Partnership for Early Literacy

In fall 2009, 28 Early Reading First grants were awarded by the United States Department of Education. One such grant was awarded to the Montana Office of Public Instruction (OPI) to implement the *Montana Partnership for Early Literacy* (MTPEL) in 23 classrooms, located in five sites throughout Montana, from January 2010 through May 2012. MTPEL has four goals:

1. All participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.
2. All classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children’s language and early literacy skills.
3. All teachers will achieve high levels of instructional proficiency with research-based practices through timely, targeted, sustained, and intensive professional development on children’s acquisition and use of language, phonological awareness, alphabet knowledge, and print awareness. Teachers’ instructional proficiencies are applied both to (1) children making

satisfactory progress, and (2) children for whom progress monitoring identifies the need for intervention in a Response to Intervention (RTI) process.

4. All children and families will transition successfully into K-3 programs aligned with scientifically based reading research (SBRR).

To attain these goals, MTPEL combines two, SBRR programs—*Opening the World of Learning* (OWL) and *Language for Learning* (LFL). These two curriculums form the core reading program (Tier I) in which all children participate. Based on a RTI model, children not performing at anticipated levels receive additional supports in Tier II. A third tier of instruction is also available to children who continue to struggle. Children who participate in Tier III instruction receive additional services from specialists and teachers in the classroom.

The RTI model is supported by the administration, analysis, interpretation, and use of data from a variety of screening, progress monitoring, and outcome assessments including the *Peabody Picture Vocabulary Test 4* (PPVT), *Test of Preschool Early Language* (TOPEL), *Phonological Awareness Literacy Screening* (PALS), *Get It Got It Go!*, and *Get Ready to Read*. Additional data on the classroom environment and instruction are gathered from the administration of the *Early Language and Literacy Classroom Observation* (ELLCO) and the *Classroom Assessment Scoring System* (CLASS). This information assists early reading specialists, consultants, and coaches in their work supporting teachers in creating developmentally appropriate and print-rich classroom environments.

In conjunction with a comprehensive educational program in the classroom, additional programming is available to increase MTPEL children's preparedness for kindergarten and reading. Family and community members are invited to participate in parent workshops and Countdown to Kindergarten. These programs are aimed at improving parents' ability to communicate with their children and build language, building community connections, and introducing families to the elementary school and kindergarten teachers. MTPEL also works with the local education agencies (LEAs) to ensure alignment exists between the preschool and kindergarten curriculums. Family members also receive Family Literacy and Culture toolkits, and participate in outings to enrich their preschool experience.

Attention is also focused on improving the English language acquisition of MTPEL's English language learners (ELLs) who primarily are members of an American Indian tribe and attend school in an area on or near an American Indian reservation. In addition to participating in instruction in a culturally responsive classroom, MTPEL classroom staff members are trained in the *Structured English Immersion*, a program that incorporates principles of *Specifically Designed Academic Instruction in English*. A second population targeted in the grant is children with special needs. Implementation of the RTI model addresses this focus.

A broad array of professional development opportunities, including summer and winter Institutes, regular site-based training, coaching, professional learning communities, undergraduate/graduate coursework, and portfolio development are provided to MTPEL teachers, coaches, center directors, teacher assistants (TAs), parents, and kindergarten teachers in elementary schools to which MTPEL graduates feed.

Evaluation

In December 2009, OPI contracted with Education Northwest, in Portland, Oregon, to provide a comprehensive evaluation of MTPEL in order to address the extent to which implementation of its Early Reading First grant enabled it to meet its stated goals. The evaluation focuses on training that began in fall 2009 and continued through August 2010. However, classroom implementation occurred only during the five-month period from January thru May 2010.

The evaluation relies on a combination of methodologies—using existing measures, some for which validity and reliability are well-established, and creating additional instruments—to answer the evaluation questions. Table 1-1 displays the MTPEL logic model and evaluation questions and methodologies. It is followed by a short description of each data collection method, the extent to which data were collected during the first year of implementation, and notes on analyses.

Table 1-1 MTPEL Logic Model and Data Collection Methods

LOGIC MODEL							Data Collection Methods									
							Evaluation Questions				Survey					Interview
INPUT	Early Reading First funding supports staffing (Director, Early Reading First Specialists, Data Manager, Family Coordinator, Consultants, Coaches), professional development/training, and materials.															
	Participants															
	Early Reading First Supported Professional Development and Training						Pre-School Teachers	Coaches	Directors	Teacher Assistants	Parents	Kindergarten Teachers				
	• Summer Institute						x	x	x							
	• Winter Institute						x	x	x							
	• On-site meetings						x	x	x	x						
	• Coaching (Coaches)						x			x						
	• Coaching (Specialists)						x			x						
	• Coaching (Consultants)						x	x		x						
	• Professional Learning Community						x	x		x						
	• Reflection/Portfolio						x	x								
	• College/University Credit						x	x								
	• Parent Workshops						x									
	• Countdown to Kindergarten														x	
OUTPUT	Knowledge, Skills, and/or Classroom Environments Improve. Specifically:						x								x	x
	(1) All teachers will achieve high levels of instructional proficiency with research-based practices through timely, targeted, sustained, and intensive professional development on children's acquisition and use of language, phonological awareness, alphabet knowledge, and print awareness. Teachers' instructional proficiencies are applied both to (a) children making satisfactory progress, and (b) children for whom progress monitoring identifies the need for intervention in a Response to Intervention process. AND (2) All classrooms will contain the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills.															
OUTCOME	All participating children will graduate with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading; and all children and families will transition successfully into K-3 programs aligned with scientifically based reading research.															

Document Review

A number of documents will be reviewed *regularly* to obtain data regarding:

- **Professional development/training content:** Agendas and materials that document the content of professional development/training activities provided to MTPEL participants (coaches, teachers, TAs, center directors, and parents) were forwarded to Education Northwest between October 2009 and August 2010.
- **Professional development/training attendance:** Attendance sheets were not used for MTPEL professional development/training activities during the winter and spring of 2010. They were used in summer 2010 and will be used thereafter. During the 2010–2011 and 2011–2012 school years, Education Northwest will review these and MTPEL’s Record of Classroom Support documentation to track attendance at both off-site and on-site training opportunities.
- **Instruction and classroom environment:** The MTPEL assessment team will administer the ELLCO and CLASS in the participating classrooms in spring 2010, fall 2010, spring 2011, and fall 2011. In spring 2010, 22 classroom observations were conducted using the CLASS and the ELLCO. One Great Falls Public classroom was not established. These data were forwarded to Education Northwest in summer 2010.
- **RTI implementation:** Exceed/RTI reports will be shared with Education Northwest during the 2010–2011 and 2011–2012 school years after the system has been established in the participating classrooms.
- **Coordination with Reading First schools:** MTPEL/LEA meeting agendas and minutes that document communication and cooperation with LEAs with Reading First schools that will enroll MTPEL graduates will be forwarded to Education Northwest during the 2010–2011 and 2011–2012 school years when outreach to these schools is conducted.

Classroom Observations

Administration of the ELLCO and the CLASS in the participating classrooms will document the extent to which teacher instructional practices and classroom environments change as a result of teacher participation in MTPEL professional development. Education Northwest evaluation team members participated in training to administer the CLASS and ELLCO in December 2009. All evaluators received reliability scores of at least 80 percent to administer the CLASS; a reliability coefficient of .84 was obtained on the ELLCO.

In January 2010, all the MTPEL sites were visited by members of the Education Northwest evaluation team; however, three classroom observations were not conducted using the CLASS (n=20). At one site (Fort Belknap), a teacher was absent on the day of the observation, and two Great Falls Public sites were not yet established at the time of the site visit. The ELLCO was completed at the Fort Belknap site (with the absent teacher) on the previous day (when the teacher *was* present); but the ELLCO was not completed in the two Great Falls Public classrooms. A total of 21 ELLCO observations were conducted.

The CLASS includes three domains—Emotional Support, Classroom Organization, and Instructional Support—with a total of 10 dimensions. After an observation, each dimension is assigned a score of “1” to “7” (the score is the average score from four, twenty minute observations); a “1” or a “2” is considered “Low,” a “3,” “4,” or “5” is considered “Mid,” and a “6” or a “7” is considered “High.” At the domain and dimension levels, means and standard deviations were calculated and t-tests were conducted.

The ELLCO has two subscales—General Classroom Environment, composed of the Classroom Structure and Curriculum domains, and Language and Literacy, composed of The Language Environment, Books and Book Reading, and Print and Early Writing domains. Each domain has dimensions, totaling 19 across the instrument. After an observation, a score of “1” through “5” is assigned to each dimension; a “5” is considered “Exemplary,” a “4” “Strong,” a “3” “Basic,” a “2” “Inadequate,” and “1” “Deficient.” The dimensions in each domain are totaled to obtain a domain score. At the domain level, means and standard deviations were calculated and t-tests were conducted. At the dimension level, the percentages of classrooms scoring “above basic,” “at basic,” and “below basic” on the ELLCO were calculated and the Wilcoxon sign test was used to determine differences in the percentages of classrooms in each category. (The Wilcoxon sign test was used on the five-point scale, not the collapsed, three-point scale.)

Results from these analyses are included in Chapter 4 and Appendix A.

Education Northwest evaluation team members will conduct classroom observations again in spring 2012.

Analysis of Child-Assessment Data

The development of early reading skills will be measured in the MTPEL classrooms by the administration of the PPVT (receptive vocabulary), TOPEL (expressive vocabulary, phonological awareness, and print knowledge) and the PALS (alphabet knowledge and letter sounds). The MTPEL assessment team will administer the PPVT and TOPEL twice each year; center coaches and/or teachers will administer the PALS at least twice a year (winter and spring 2010 and fall and spring 2011–2012). Pretest and posttest assessment data will be forwarded to Education Northwest after each administration period.

In February 2010, Education Northwest received baseline PPVT data. These data were analyzed and a summary report was provided to MTPEL staff members. In summer 2010, Education Northwest received winter and spring data from the administration of the TOPEL and the PALS and from the spring administration of the PPVT. The following describes how data from the three assessments were analyzed.

PPVT. The PPVT produces a raw score which is converted into a standard score. An average standard score on the PPVT is 100. Children receiving a score between 85 and 115 are considered “Average,” with those scoring between 85 and 99 “Low Average,” and those scoring between 101 and 115 “High Average.” Children scoring between 84 and 70, and below 70, are considered “Moderately Low” and “Extremely Low,” respectively; children scoring between 116 and 130, and above 130, are considered “Moderately High” and “Extremely High,” respectively. PPVT analyses include all children who were tested in both assessment windows (i.e., children who participated from January through May); a total of 251 of the 399 MTPEL participants (63%) are included. McNemar’s chi-square was used to determine differences in the distributions of children in two categories of the PPVT—the percentage of children below and above three selected cut points (standard scores of 85, 90, and 100).

PALS. The PALS contains eight tasks, three of which are administered in MTPEL classrooms—Name Writing, Upper-Case Alphabet Recognition, and Letter Sounds. The PALS provides a “Spring Development Range” (SDR) for four-year-old children who are preparing to start kindergarten. Children of this age are expected to score at least a “5” on the name writing rubric, to correctly identify at least 12 upper-case alphabet letters, and to correctly make at least four letter sounds.

PALS analyses include children who were tested in the winter and spring on each of the three PALS tasks. Analyses are conducted separately for children age-eligible to attend kindergarten in the fall of 2010 and 2011, respectively. A total of 168 children age-eligible to attend kindergarten in fall 2010 took the Name Writing task; 166 took the Upper-Case alphabet recognition task, and 120 completed the Letter Sounds task (75%, 74%, and 54% respectively). A total of 88 children age-eligible to attend kindergarten in fall 2011 took the Name Writing and Upper-Case alphabet recognition tasks, and 56 completed the Letter Sounds task (61%, 61%, and 39% respectively). McNemar's chi-square was used to determine differences in the distributions of children in two categories of the PALS—the percentage of children below and within/above the SDR for each task. PALS data were collected from the sites in summer 2010 by the Data Coordinator and center coaches, sometimes when teachers had already left the building for summer break. Because of the nature of this data collection effort, the PALS data may be somewhat less reliable than the PPVT and TOPEL data. The assessment team may collect PALS data in spring 2011.

TOPEL. The MTPEL assessment team administered the TOPEL to children in the MTPEL classrooms in spring 2010. The TOPEL has three subtests—Definitional Vocabulary, Print Knowledge, and Phonological Awareness. Like the PPVT, the TOPEL subtests provide raw scores that are converted into standard scores, with an average of 100. The TOPEL standard scores place a child in one of three categories; a score above 110 is considered "Above Average," a score from 90 to 110 is considered "Average," and a score less than 90 is considered "Below Average." The TOPEL also computes an Early Literacy Index (ELI), which is the sum of the three standard scores that is then standardized. The ELI has seven categories, three below "Average," "Average," and three above "Average." TOPEL analyses include children who were tested on the three subtests in spring 2010; a total of 318 of the 399 MTPEL participants (80%) are included. Similar to the PPVT, the percentage of children below and above three selected cut points (standard scores of 85, 90, and 100) were calculated.

Results from these analyses are included in Chapter Five and Appendix B.

Surveys

A variety of surveys will be administered to coaches, teachers, TAs, center directors, and parents.

- A Staff Satisfaction Survey was developed by Education Northwest. It addresses the quality and sufficiency of communications with MTPEL staff members; participation and usefulness of professional development, coaching, and working with specialists in the classroom; and oral listening comprehension. The Staff Satisfaction Survey was administered in spring 2010. A total of 45 staff members completed the survey—16 teachers, five coaches, three center directors, and 21 TAs. The survey will be modified, as necessary, and administered in spring 2011 and 2012. A copy of the survey and results from the analyses are included in Appendix C.
- The Teacher Knowledge Survey² assesses teachers' level of knowledge in a variety of areas related to language and literacy in an early childhood educational environment. The Teacher Knowledge Survey was administered to teachers, coaches, center directors, and TAs in winter 2010. A second administration of the survey was scheduled for spring 2010, however, as the baseline surveys were still being received by Education Northwest into spring, it was not re-administered at that time. A total of 53 staff members completed the survey—20 teachers, six coaches, two center directors, and 25 TAs. It will be administered to new participants in fall 2010.

² Dr. Susan B. Neuman, University of Michigan School of Education, Educational Studies Program, 2005.

and to all participants in spring 2011 and 2012. A copy of the instrument and results from the analyses are included in Chapter Four and Appendix D.

- Kindergarten teachers in elementary schools fed by MTPEL preschools and that have reading programs in grades K-3 aligned with SBRR will be surveyed about their participation in Countdown to Kindergarten and/or the extent to which their kindergarten children who were graduates of MTPEL were sufficiently prepared for kindergarten. Surveys will be administered in the 2010–2011 and 2011–2012 school years.
- The Parent Reading Belief Inventory³ assesses parents' attitudes towards reading and their involvement in the early education of their child. It will be administered to parents of children participating in MTPEL in fall 2010 and spring 2011, and fall 2011 and spring 2012. The spring survey will include additional questions regarding parents' participation in Countdown to Kindergarten, their participation in workshops and outings, and their use of Family Literacy and Culture toolkits.

MTPEL Staff Member Telephone Interviews

In spring 2010, telephone interview protocols were developed for the MTPEL staff members and center coaches. Interview questions addressed areas of importance to each role with some overlap across content and roles. Topics included roles and responsibilities; assessments, progress monitoring and RTI; professional development; curriculum and intervention materials; communication; cultural responsiveness, kindergarten transition; family involvement; and technology use. The five MTPEL staff members (Program Director, Early Reading First Specialists, Assessment Coordinator, and Parent Coordinator) were interviewed in June 2010. Six center coaches were interviewed in May and June 2010. Copies of the interview protocols can be found in Appendix E.

Demographics

Demographic information was collected through the administration of the Teacher Knowledge Survey to teachers, coaches, directors, and TAs, and during the administration of assessments to children participating in the project.

Center Staff Members

Table 1-2 shows that, overall, the majority (51%) of center staff members were white (including teachers, coaches and center directors); about one-third of TAs were American Indian (36%) or white (32%). About half (45%) of center staff members had at least a bachelor's degree; TAs were less likely to have had at least four years of college (12%). Across all roles, about one-fifth (19%) of staff members had their Child Development Associate (CDA) credential; teachers were more likely to have them compared to others (26%). About half (47%) of all staff members had less than five years experience in early childhood education; center directors and teachers tended to have more experience.

³ Barbara D. DeBaryshe, University of Hawai'i at Manoa Center of the Family, Copyright, 1990.

Table 1-2
Demographics of MTEPL Center Staff Members

	All Participants	Teachers	Coaches	Center Directors	TAs
N	53	20	6	2	25
Site					
Evergreen	11% (6)	10% (2)	17% (1)	0% (0)	12% (3)
Fort Belknap	26% (14)	35% (7)	17% (1)	0% (0)	24% (6)
Great Falls Head Start	32% (17)	30% (6)	33% (2)	0% (0)	36% (9)
Great Falls Public	9% (5)	10% (2)	17% (1)	50% (1)	4% (1)
Hardin	21% (11)	15% (3)	17% (1)	50% (1)	24% (6)
Race/Ethnicity					
African American	9% (5)	0% (0)	0% (0)	0% (0)	20% (5)
American Indian	32% (17)	35% (7)	17% (1)	0% (0)	36% (9)
Hispanic	4% (2)	5% (1)	0% (0)	0% (0)	4% (1)
White	51% (27)	60% (12)	83% (5)	100% (2)	32% (8)
Multi-national	4% (2)	0% (0)	0% (0)	0% (0)	8% (2)
Education					
High School	15% (8)	0% (0)	0% (0)	0% (0)	32% (8)
Some college	21% (11)	10% (2)	0% (0)	0% (0)	36% (9)
Associate	19% (10)	25% (5)	0% (0)	0% (0)	20% (5)
BA	32% (17)	60% (12)	17% (1)	50% (1)	12% (3)
MA	11% (6)	5% (1)	67% (4)	50% (1)	0% (0)
Other	2% (1)	0% (0)	17% (1)	0% (0)	0% (0)
CDA Credential	19% (10)	26% (5)	17% (1)	0% (0)	16% (4)
Years in Early Childhood Education					
1 st year	14% (7)	15% (3)	17% (1)	0% (0)	13% (3)
2-4	33% (17)	20% (4)	33% (2)	0% (0)	46% (11)
5-9	19% (10)	25% (5)	17% (1)	0% (0)	17% (4)
10-14	15% (8)	15% (3)	17% (1)	0% (0)	17% (4)
15-19	10% (5)	15% (3)	0% (0)	50% (1)	4% (1)
20+	10% (5)	10% (2)	17% (1)	50% (1)	4% (1)

Children

Table 1-3 shows that 399 children received some instruction in a MTEPL classroom from winter to spring 2010. The Great Falls Head Start site had the most children enrolled (38%), followed by Fort Belknap (33%) and Great Falls Public (14%). The Evergreen and Hardin sites each had 8 percent of the MTEPL child enrollment. The majority of MTEPL children (61%) would have turned five by September 11, 2010 and would have been age-eligible to attend kindergarten; the remaining children would be eligible to return to their MTEPL classroom for the 2010–2011 preschool year. The majority of children was male (55%), American Indian (55%), and did not receive special education services (85%). The Fort Belknap and Great Falls Head Start sites had the highest percentages of American Indian enrollment. The Evergreen and Great Falls Public sites had the highest percentages of children receiving special education services.

MTEPL anticipated serving more children receiving special education services. In the grant proposal they identified 37 percent of the anticipated MTEPL child enrollment as receiving special education

services. MTPEL staff members and center coaches will focus on collecting an accurate accounting of children receiving special education services during the 2010–2011 preschool year.

While almost 400 children participated in a MTPEL at one time or another during the winter and spring of 2010, fewer children participated for the whole five months (as evidenced by having winter and spring assessment scores). Eighty percent of the MTPEL children (n=318) participated for the five months in which the program was implemented during the 2009–2010 preschool year.

Table 1-3
Demographics of MTPEL Children

	All Children	Children Age- Eligible to Attend Kindergarten in Fall 2010	Children Age- Eligible to Attend Kindergarten in Fall 2011
N	399	61% (223)	39% (145)
Site			
Evergreen	8% (30)	9% (20)	5% (7)
Fort Belknap	33% (132)	29% (65)	34% (49)
Great Falls Head Start	38% (152)	42% (93)	40% (58)
Great Falls Public	14% (54)	11% (25)	15% (21)
Hardin	8% (31)	9% (20)	7% (10)
Gender			
Female	46% (181)	45% (101)	46% (66)
Male	55% (217)	55% (122)	55% (79)
Race/Ethnicity			
American Indian ¹	55% (212)	53% (118)	53% (76)
White	38% (147)	40% (89)	38% (54)
Other	8% (29)	6% (14)	10% (14)
Eligible for Special Education Services			
No	85% (337)	83% (186)	85% (123)
Yes ²	15% (62)	17% (37)	15% (22)
Participated in Winter and Spring Assessment			
PALS Name Writing	67% (268)	75% (168)	61% (88)
PALS Upper-Case Alphabet Letters	67% (266)	74% (166)	61% (88)
PALS Letter Sounds	47% (186)	54% (120)	39% (56)
PPVT	63% (251)	73% (162)	57% (83)
TOPEL	80% (318)	83% (185)	83% (120)

¹ The majority of American Indian children are enrolled at the Fort Belknap (62%) and Great Falls Head Start (22%) centers. The remaining American Indian children are at Hardin (9%), Great Falls Public (7%), and Evergreen (1%). Of the children enrolled in each of the centers, Evergreen's American Indian enrollment is 3 percent, Fort Belknap's is 100 percent, Great Falls Head Start's is 32 percent, Great Falls Public's is 31 percent, and Hardin's is 60 percent.

² Over 50 percent of the children receiving special education services are enrolled at the Evergreen (27%) and Great Falls Public (27%) centers; the Great Falls Head Start (18%), Fort Belknap (15%), and Hardin (13%) centers have fewer. Of the children enrolled in each of the centers, Evergreen's special education enrollment is 57 percent (it was anticipated to be 94%), Fort Belknap's is 7 percent (anticipated to be 10%), Great Falls Head Start's is 7 percent (anticipated to be 35%), Great Falls Public's is 32 percent (anticipated to be 66%), and Hardin's is 26 percent (anticipated to be 27%).

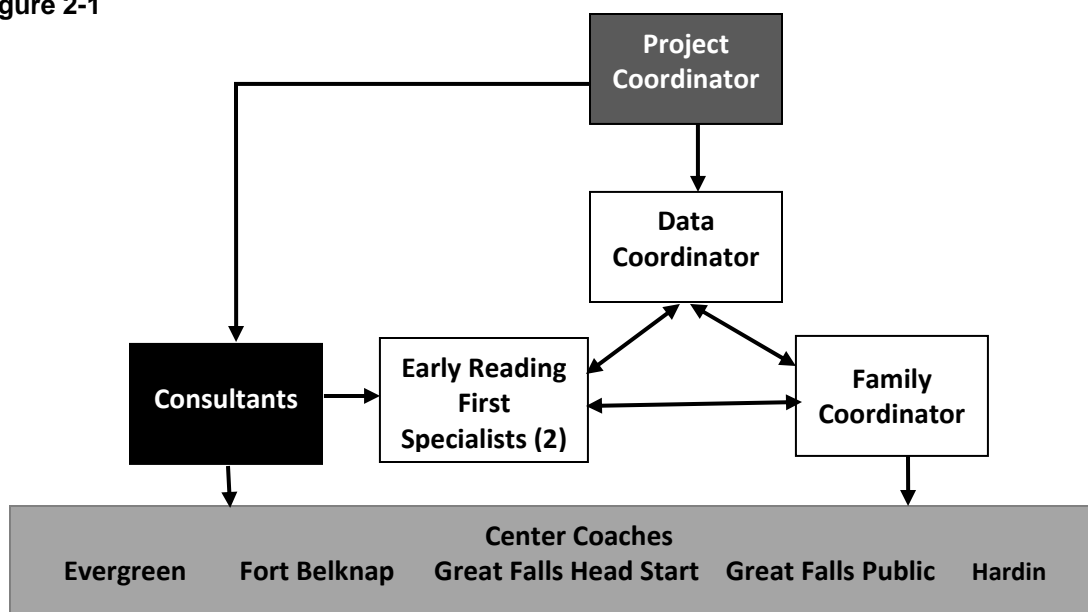
CHAPTER TWO: MTPEL STAFFING AND COMMUNICATION

The Early Reading First grant that funds the Montana Partnership for Early Learning (MTPEL) supports five staff positions in the Montana Office of Public Instruction (OPI). These staff members manage the grant and provide much of the professional development to teachers, teacher assistants (TAs), center directors, coaches, and assessment team members. In addition to OPI staff, Early Reading First funds support coaches at the sites and hired consultants who also provide professional development and training. A team of this size needs clearly defined roles and effective communication to ensure that the program is implemented effectively. This chapter uses data collected in the Staff Satisfaction Survey and staff interviews, and addresses roles, responsibilities, and established communication structures; it ends with a brief discussion of the process of team development among MTPEL staff members.

Roles and Responsibilities within MTPEL

Five OPI staff members support implementation of MTPEL, as shown in Figure 2-1.

Figure 2-1



MTPEL Organizational Chart

Project Director

The MTPEL Project Director, Debbie Hunsaker, oversees all aspects of the grant. Ms. Hunsaker meets regularly with the Early Reading First Specialists, the Data Coordinator, the Family Coordinator, and hired consultants to monitor and coordinate their work and plan training events. She also attends all off-site meetings, executes contracts, manages the budget, and is available to respond to inquiries from the sites regarding budget and grant requirements.

Overall, the majority of surveyed participants indicated that the amount of direct and indirect communication with Ms. Hunsaker was “just right,” that her tone was positive, and that she was

“usually” or “always” helpful. Teachers were more likely than coaches to indicate the quantity of communication was “too little.”

One interviewed center coach said, “Debbie Hunsaker, she’s great.”

Early Reading First Specialists

Two Early Reading First Specialists, Rhonda Siemens-Crowl and Tara Ferriter-Smith, serve a dual role. In one capacity, as a team, they plan and deliver professional development to coaches, teachers, and center directors in formats that involve all of the sites. They often share this work with hired consultants.

In a second capacity, they individually provide differentiated professional development and technical assistance to teachers, coaches, center directors, and teacher assistants (TAs) at sites to which they have been assigned. Ms. Siemens-Crowl works with center staff members in Evergreen and Fort Belknap while Ms. Ferriter-Smith focuses her attention in Great Falls and Hardin. In this second capacity, the Early Reading First Specialists also coordinate with hired consultants who are assigned to sites as well. During these on-site meetings, which are scheduled to occur three to four times a month (Early Reading First Specialists alternate visits with the consultants), they engage in relationship-building and leadership development and meet and work with center coaches on developing action plans and identifying additional training needs; in these regards, their focus is on accountability. The Early Reading Specialists also participate in regular conference calls with their sites.

The Early Reading First Specialists were viewed positively by staff members in terms of direct and indirect communication. Overall, the majority of survey respondents indicated that the quantity of communication was “just right,” that their tone was positive, and their communications were “usually” or “always” helpful. Some differences were found across sites.

When interviewed, coaches were positive about their interactions with their Early Reading First specialist. One center coach said:

I’m impressed with the support, technology, and feedback from the Early Reading First specialists. They know good from bad; otherwise it would be a lot of guessing. They can see what happens at a lot of sites and provide good feedback. (Center Coach)

Another commented:

I’m highly pleased with the personalities of state consultants and staff. They are kind and considerate, gentle, knowledgeable, there are not enough adjectives to describe them...warm, kind, helpful. (Center Coach)

Data Coordinator

The Data Coordinator, Kathi Tiefenthaler, is responsible for ensuring that the child assessment classroom observation protocols are reliably administered. This includes training and coordinating the assessment team and collecting, cleaning, analyzing, and reporting data to the project coordinator and evaluator.

Ms. Tiefenthaler was viewed positively by surveyed staff members in terms of direct and indirect communication. Overall, the majority of survey respondents indicated that the quantity of

communication was “just right,” that her tone was positive, and her communications were “usually” or “always” helpful. Teachers were slightly less positive than coaches, indicating there was “too little” and less helpful communication.

One interviewed coach said that Ms. Tiefenthaler “is good at email and gets back to you with questions.”

Family Coordinator

The Family Coordinator, Terri Barclay, is responsible for implementing the family literacy and kindergarten transition plans. She is responsible for providing early literacy training to the parents of children enrolled in the MTPEL classrooms, including using the Literacy and Culture toolkits and reading with children. In addition, she will work with parents and principals and kindergarten teachers in the elementary schools that will receive MTPEL’s graduates in Countdown to Kindergarten, the kindergarten transition program.

Ms. Barclay was hired in spring 2010 and did not have a lot of interaction with staff members.

Center Coaches

Six center coaches work with teachers and TAs in their classrooms. Except for one site—Great Falls Head Start—each site has one coach. Center coaches work with teachers and TAs daily; over the course of a week, each teacher is expected to receive five hours of coaching. Center coaches support their staff members with a variety of services including providing coaching/mentoring, modeling and training on the new curriculums; collecting information; ordering, organizing and supplying curricular materials; administering, analyzing and using assessment data while transferring responsibility to teachers; and meeting with teachers (individually and in groups) to share information, provide feedback, review and plan lessons, and assign classroom responsibilities. The following describes the kinds of activities that coaches are involved in:

I'll go in teach a Language for Learning lesson or take a group and model to teachers and teacher assistants best practice for how to do the lessons. I bring information from trainings and hold weekly meetings to share it with teachers. I get their materials ready and print materials that are needed. I did a lot of role modeling, observing teachers, and talking about how they did things.
(Center Coach)

Center coaches were viewed positively by staff members in terms of direct and indirect communication. Overall, the majority of survey respondents indicated that the quantity of communication was “just right,” that their tone was positive, and their communications were “usually” or “always” helpful. Compared to TAs, a slightly larger proportion of teachers thought there was “too little” direct and indirect communication with their center coach. Staff members at Great Falls Head Start and Fort Belknap thought there was “too little” communication with their center coach compared to what staff members at other centers thought. TAs and staff members at Fort Belknap reported slightly more negative tone and less helpfulness in their communications with their center coach than did staff members at other centers.

Consultants

Hired consultants from AppleTree Institute and Side by Side K-12 Consulting provide professional development to coaches, teachers, center directors, TAs, and the MTPEL assessment team. The consultants work in coordination with the Early Reading First Specialists. AppleTree Institute provides off-site professional development assistance. Side by Side K-12 Consulting works both on- and off-site; their on-site focus is curriculum and assessment implementation.

Generally, on-site consultants were viewed positively by staff members. The majority of survey respondents indicated that the quantity of communication was “just right” and that their tone was positive; however, some differences were found across sites in the usefulness of their direct and indirect communication.

MTPEL Communication

Several structures have been established to aid in communicating between staff members and sites. These include the use of conference calls, state meetings, written documents, and technology. At the state level, MTPEL staff members and hired consultants participate in biweekly conference calls and the Early Reading First Specialists participate in weekly conference calls (one works in Helena and the other in Evergreen). These conference calls allow staff members to stay abreast of activities, brainstorm, problem solve, and plan professional development at the program and site level.

Beginning in April, the MTPEL staff had their first team meeting. This provided an in-person venue for staff members to do much of the same work that they do during conference calls. After the second team meeting in June, two staff members commented:

The June meeting was fabulous! All the checklists were on the walls. It was nice to brainstorm ideas of where to go, what we’ve seen, and ways to differentiate instruction. We planned webinars, state meetings, and what will be covered and when. (MTPEL Staff Member)

Excellent meeting to share thoughts and ideas and why one thing a higher priority than another; time well spent and much needed. (MTPEL Staff member)

In an effort to coordinate and organize communication between Early Reading First Specialists, consultants, and coaches at the sites, four documents were created.

1. **Site Visit Guidance and Expectation** for center staff members (1) and Early Reading First Specialists and hired consultants (2): these two documents delineate what center staff and Early Reading First Specialists and consultants are expected to do before, during, and after a site visit.
2. **Record of Classroom Support**: this document tracks any coaching activities that occur in the classroom with teachers and TAs and whether it is from center coaches, Early Reading First Specialists, or consultants. In addition to recording who provided the visit, it documents the date, purpose, what was modeled (if modeling occurred), comments, and amount of time spent in the classroom.
3. **MTPEL School Visit Notes**: Following each visit, a report is prepared and shared with the Early Reading First Specialists, hired consultants, the project coordinator, and the center coach. These reports summarize the visit including highlighting next steps and suggestions for enhanced implementation.

Finally, MTPEL is making use of technology, e.g., Adobe Connect, to conduct webinars. MTPEL staff members and center coaches are excited about the promise of using technology to assist with communication.

By the last use, it went off pretty well. We're learning how to connect and when to turn microphones off so there's no feedback when talking. It's powerful and I'm looking forward to doing more with webinars. (MTPEL Staff Member)

It's just getting it off the ground; it seems to be a useful tool – having kids' honest reactions and being critiqued on how you handle the spur of the moment things, sticking to the script...the web cam has been great, or will be great for that. (Center Coach)

In addition, a MTPEL website is being built to provide participants access to educator, curriculum, and parent resources and helpful links.

Team Development

Tuckman (1965) developed a commonly used framework for team development that includes four stages: Forming, Storming, Norming, and Performing. Virtually all of the interviewed MTPEL staff members indicated that getting the team up and running was a challenge, but, in time, they had worked through the team development stages and were currently “Performing.”

Forming. Forming is the first stage in team development and is characterized by excitement in being part of a new team with high expectations for involvement. Some of the comments made by MTPEL staff members indicated that people entered the team with expectations of what their role would entail based upon what was written in the grant proposal.

We had a difficult start up. (MTPEL Staff Member)

We had individual ideas of how it was going to play out and it didn't turn out that way. (MTPEL Staff Member)

Storming. During storming, team members began to see that their expectations were not always realized. While some team members had worked together in different capacities, few had worked together on a project of this size and scope with a timeline that demanded immediate implementation with little breathing room. It quickly became clear that there were a lot of people with a lot of expertise that sometimes overlapped. Furthermore, team members were not all in the same location nor did they share similar schedules; as a result, team work was being done by email and conference calls.

Through meetings, we realized there are lot of people involved and expertise. We needed to streamline. (MTPEL Staff Member)

We're trying to get into a routine that works for everyone; it's hard with team members all over the place and schedules all over. (MTPEL Staff Member)

We're working through roles with the state team, having several of us working together for the first time (not just little projects) and building understanding of the consultants' roles. (MTPEL Staff Member)

Norming. During norming, the differences between expectations in the forming stage and realities in the storming stage begin to be dealt with. For MTPEL staff members to work effectively, the roles needed to be streamlined so that everyone had a piece that would allow the team to move forward cohesively to implement the project. After time, the team members got to know each other and understood each member's strengths, weaknesses, and philosophies. By April, the MTPEL team had their first face to face meeting where new roles and expectations were hashed out. Communication structures and meeting schedules were developed, and by the June meeting, staff members were happy with where they were.

We're understanding roles and getting that all established. (MTPEL Staff Member)

I'm feeling much better now; we now know who has what strengths in each area. (MTPEL Staff Member)

Performing. When a team reaches the performing stage, everyone has roles and expectations that allow them to effectively contribute to the work. From interviews with MTPEL staff members it appears as though the team will be entering the fall 2010 preschool year performing as a cohesive, "stronger" team.

We know the project better, we have more confidence in roles, and can establish a stronger team. (MTPEL Staff Member)

Communication will be easier next year; it was already easier this spring. There will be opportunities for the team to give more input. (MTPEL Staff Member)

Center staff members also followed a similar process. Data from coach interviews indicates that at the beginning of January not all staff members were on board, including some center directors, teachers, and TAs. At times, even coaches needed to bring back material from training that they were uncomfortable with. Some sites had staff members at varied centers and some centers had staff members who were not participating in MTPEL. This made communication and relationship-building difficult.

It took center teams time to move from forming to storming to norming.

With staff dynamics it's unrealistic to think all the stars will align. There are teacher and paraprofessional responsibilities and managing schedules of teachers, paraprofessionals, and parents. Making everyone happy is a challenge. (Center Coach)

I spent six months creating a center and creating a positive work environment for a center. (Center Coach)

I built good relationships with teachers to make it a positive experience. (Center Coach)

Getting this grant up and running during the school year on such short timelines has been challenging for everyone. However, I am appreciative of the support and leadership at the state level to obtain this grant. We are up and running and have seen much progress. (Center Coach)

One coach was “lucky” and reportedly escaped the team building process:

They all have very similar personalities and teaching styles. They're all new and excited. They're excited to try it, they have no old habits established and they're willing to try anything. They are very trusting and reliable. They make my job very easy. I'm lucky. (Center Coach)

Center coaches are hopeful to start the 2010–2011 preschool year at the performance stage. One coach said:

In the fall, we will have full implementation of OWL and Language for Learning. We will all be in one building—that will be wonderful. (Center Coach)

Summary

MTPEL employs a Project Director who oversees all aspects of the grant; two Early Reading First Specialists who provide professional development and technical assistance to all teachers, TAs, coaches, and center directors both off- and on-site. A Data Coordinator is responsible for overseeing the team that administers the child assessments and classroom observation protocols and getting the data back to pertinent project personnel. The Family Coordinator is responsible for implementing the family literacy and kindergarten transition plans. Assisting these five staff members are hired consultants who also provide professional development and technical assistance to all teachers, TAs, coaches, and center directors both off- and on-site.

In addition to these staff members and consultants, six center coaches work with teachers and TAs in their classrooms and their center director. Center coaches support their staff members by providing coaching, modeling, and training on the new curriculums; ordering, organizing, and supplying curricular materials; administering, analyzing, and using assessment data; and meeting with teachers (individually and in groups) to share information, provide feedback, review and plan lessons, and assign classroom responsibilities.

Overall, the majority of staff members were viewed positively by teachers, TAs, coaches, and center directors in terms of their communications with them. The amount of communication they received was considered “just right,” their tone was positive, and their communications were “usually” or “always” helpful. Some differences were found in the way that Early Reading First Specialists, hired consultants, and coaches were received across sites.

MTPEL uses a variety of communication tools including conference calls, state meetings, written documents, and technology. Some of these communication structures were established while the team was developing into a cohesive unit. While the staff members indicated that grant implementation was difficult at start-up, by June it appeared as though the team was ready for a productive 2010–2011 year.

CHAPTER THREE: PROFESSIONAL DEVELOPMENT OFFERINGS, PARTICIPATION, PERCEPTIONS, AND NEEDS

Beginning in fall 2009, the Montana Partnership for Early Learning (MTPEL) implemented its revised⁴ professional development program. Professional development was offered both off- and on-site. This chapter describes the professional development formats and content offered to MTPEL participants and the degree to which they found them helpful. It provides a brief discussion on participation, and ends with a list of professional development topics, requested by teachers and coaches, to be considered for future trainings.

Off-site Professional Development

Professional development held away from the center buildings allowed staff members across centers time to come together as a group. Off-site professional development always involved coaches and center directors; teachers and assessment team members were required at some, but not all, of these trainings. Teacher assistants (TAs) did not attend any off-site professional development, but received support in the classroom from teachers, coaches, and consultants.⁵ The off-site trainings were usually held in Great Falls and tended to be two to three days in length. Trainers included MTPEL and Montana Office of Public Instruction (OPI) staff members and consultants from AppleTree Institute and Side by Side K-12 Consulting. Table 3-1 provides a summary of training topics, dates, and participants.

Prior to children returning to the classrooms in January 2010, training was provided on the classroom observation protocols—Early Language and Literacy Classroom Observation (ELLCO) and Classroom Assessment Scoring System (CLASS), administering child assessments—Phonological Awareness Literacy Screening (PALS) and Peabody Picture Vocabulary Test 4 (PPVT), and preparing staff members to implement the new curriculums—*Opening the World of Learning* (OWL) and *Language for Learning* (LFL). Throughout the winter and spring, additional and supplemental training was provided on OWL and LFL, administering and using assessment data (Test of Preschool Early Language (TOPEL), PPVT, and PALS), planning cultural break units, and coaching.

⁴ In October 2010, MTPEL developed and submitted a revised professional development plan to United States Department of Education describing how the delivery of professional development would be altered from the plan submitted in its Early Reading First proposal.

⁵ TAs were invited to attend the 2010 Summer Institute, August 2-4, in Missoula.

Table 3-1
MTPEL Off-Site Professional Development Offerings

Training Topic	Date	Participants			
		Coach	Center Directors	Teachers	Assessment Team
Early Reading First Introduction	Nov 19, 2009	x	x	x	
PALS Administration	Nov 19, 2009	x	x	x	
ELLCO Administration	Nov 20, 2009	x			x
CLASS Training	Dec 15-16, 2009	x	x		x
Oral Language Development	Jan 6, 2010	x	x	x	
PPVT Administration	Jan 6, 2009				x
Using Technology	Jan 6, 2010	x	x	x	
<i>Language for Learning</i>	Jan 7, 2010	x	x	x	
OWL Training	Jan 8, 2010			x	
OWL Training	Feb 2-3, 2010	x	x	x	
<i>Language for Learning</i>	Mar 15, 2010	x	x		
TOPEL	Mar 15, 2010				x
OWL Training	Mar 15, 2010	x	x		
Cultural Breaks	Mar 15, 2010	x	x		
Coaching	Mar 16, 2010	x	x		
PPVT	Mar 16, 2010	x	x		
PALS	Mar 16, 2010	x	x		
<i>Language for Learning</i>	May 17, 2010	x	x		
Using Technology	May 17, 2010	x	x		
Coaching	May 17, 2010	x	x		
OWL Training	May 18, 2010	x	x		
Data Notebooks	May 18, 2010	x	x		
Family Literature Kits	May 18, 2010	x	x		
Family Focused Field Trips	May 18, 2010	x	x		
Coaching	August 1, 2010	x			
Kindergarten Transition	August 2, 2010	x	x	x	
Meeting Children's Social Emotional Needs	August 2, 2010	x	x	x	
Classroom Climate	August 2, 2010	x	x	x	
OWL Training	August 3, 2010	x	x	x	
<i>Language for Learning</i>	August 3, 2010	x	x	x	
Differentiated Instruction	August 3, 2010	x	x	x	
Progress Monitoring	August 4, 2010	x	x	x	
Songs Word Plays and Letters	August 4, 2010	x	x	x	
Cultural Breaks	August 4, 2010	x	x	x	
Data Notebooks	August 4, 2010	x	x	x	
MTPEL Family Component	August 4, 2010	x	x	x	

On-Site Professional Development

On-site professional development allows center staff members to receive individualized attention in their work setting. This professional development is provided by the Early Reading First Specialists, hired consultants, and center coaches. On-site professional development deals with much of the same content provided in off-site professional development. However, in some cases it is new to teachers as they do not attend all of the training that coaches receive.

Early Reading First Specialists and Hired Consultants

Each site receives weekly visits (or three to four visits per month) from either an Early Reading First Specialist or hired consultant. As noted earlier, the Early Reading First Specialists engage in relationship-building and leadership development and meet and work with the center coaches on developing action plans and identifying additional training needs. Hired consultants focus on curriculum and assessment implementation. Teachers, TAs, coaches, and center directors found this site-based professional development helpful. The vast majority of center staff members indicated that the monthly, site-based training/coaching from Early Reading First Specialists and consultants was “helpful” (55%), “very helpful” (23%), or “extremely helpful” (14%). TAs were slightly less likely to find these coaching sessions as helpful as teachers or coaches.

Center Coaches

Center coaches work with teachers and teacher assistants daily; over the course of a week, each teacher is expected to receive five hours of coaching. As noted earlier, center coaches supported their staff members with a variety of services including providing training, modeling, and mentoring to teachers and TAs; ordering, organizing, and supplying curricular materials; administering, analyzing, and using assessment data; and meeting with teachers and TAs to share information, provide feedback, review and plan lessons, and assign classroom responsibilities.

The majority of teachers (81%) and TAs (67%) reported working with their center coach. Overall, teachers and TAs found the assistance they received from their center coach at least “helpful.” Teachers felt more supported than did TAs (100% and 77%, respectively). Staff members at Fort Belknap and Hardin found their coach less helpful than did staff members in other centers.

As noted previously, MTPEL has developed documents for optimizing on-site professional development that includes *Site Visit Guidance and Expectations*, *Record of Classroom Support*, and the *MTPEL School Visit Notes* report.

Other Professional Development

Additional professional development formats were addressed during winter and spring 2010 professional development. These included the implementation of Professional Learning Communities (PLCs), college-level coursework, and teacher reflection/portfolio development. These professional development formats were included in the grants’ original professional development plan, but were not included in the revised professional development plan. Nevertheless, they were still addressed.

PLC team members, including teachers, TAs, coaches, and center directors, are expected to read and discuss materials related to developing early literacy in preschool settings. After addressing this with

center staff members, it was determined that some centers already engaged in book studies, and that center staff members' time was already consumed with learning the new curriculums and assessments. As a result, PLCs were encouraged, but not required, for the remainder of the 2009–2010 preschool year. About one-third of coaches and teachers reported participating in a PLC; these staff members found them "helpful." MTPEL plans to revisit PLCs during 2010–2011 professional development and expects implementation to be more site-based than project-wide. This will allow the content to be differentiated to the needs of each site.

MTPEL funding could be used to pay for 100 percent of the cost of tuition and fees for up to 3 credit hours/semester in undergraduate or graduate level course work related to scientifically based reading research, early childhood education, special education, reading, or other MTPEL-related topics in colleges or universities in Montana. In spring, center staff members received information regarding the process for identifying course work and receiving MTPEL approval and funding. This form of professional development was not accessed in winter/spring 2010.

Finally, each MTPEL site received a digital camera, webcam, and flip video camcorder to document work in the classroom. The webcams and flip videos camcorders will be used by teachers, coaches and Early Reading First Specialists to provide instructional material for reflection and coaching. In winter/spring 2010, MTPEL staff members used the camcorders to videotape themselves delivering OWL and LFL instruction. These videotapes were reviewed during training as a means of providing coaches with coaching strategies. A few coaches and teachers taped and reviewed instruction in the classroom; most interviewed coaches commented that this will be a larger part of their coaching next year. In addition to coaching, these products will contribute to teachers' development of a portfolio and reflecting on their practice. About one-third of teachers indicated doing this and found it "helpful."

Participation in Professional Development

In total, teachers participated in nine days of off-site professional development (approximately 72 hours), and coaches and center directors received 16 days of off-site professional development (approximately 128 hours). MTPEL staff members originally intended on providing center staff members 192 hours of off-site professional development (they received 200 hours in total). In addition, members of the MTPEL assessment team received five days of training (approximately 40 hours) through July 2010; and in August they participated in an independent study refresher for administering assessments in fall 2011.

The amount of time that Early Reading First Specialists, hired consultants, and coaches spent on-site with center directors, coaches, teachers, and TAs was not tracked in winter and spring 2010 (the goal was 140 on-site hours⁶). From reports from Early Reading First Specialists, they and the hired consultants visited the sites three to four times a month for a five month period (using a four-hour visit as the norm, this totals approximately 70 hours). Center coaches would then have had to provide 3.5 hours of coaching for the 20 weeks of grant implementation from January through May. It is highly likely that the 140 hours of onsite professional development was provided. Implementation of the *Record of Classroom Support*, beginning in September 2010, will allow these on-site hours of professional development to be tracked for the final two years of the evaluation.

⁶ Hours in the original grant proposal were prorated for five months.

Perceptions of Professional Development

Teachers and coaches were provided an opportunity on the Staff Satisfaction Survey to comment on the helpfulness of the training they received in a variety of areas. Coaches were asked to do so in terms of training they received from MTPEL staff members and consultants, and teachers were asked to do so in terms of the coaching they received from their center coach. When surveyed, more than half of the respondents indicated that the following professional development topics were the most helpful (“very helpful” and “extremely helpful”):

Center Coaches	Teachers
<ul style="list-style-type: none">• Analysis/interpretation of progress monitoring assessments (100%)• Interpretation of screening assessments (100%)• Implementing <i>Language for Learning</i> (80%)• Administration of progress monitoring assessments (80%)• Using technology (67%)• Developing oral language (60%)• Implementing <i>Opening the World of Learning</i> (60%)	<ul style="list-style-type: none">• Developing oral language (75%)• Peer coaching (70%)• Coaching with specialists in the classroom (69%)• Implementing <i>Language for Learning</i> (67%)• Developing listening comprehension (60%)• Coaching with consultants in the classroom (54%)• Collaborative team planning (54%)• Implementing <i>Opening the World of Learning</i> (53%)

Both center coaches and teachers found training of implementing *Language for Learning* and OWL at least “very helpful,” as they did learning about developing oral language. Larger proportions of both groups also found training on implementing *Language for Learning* helpful than training on implementing OWL. Differences in the remainder of the lists show that coaches appreciated their training on working with data, and teachers appreciated their time with coaches, specialists, consultants, and their teaching teams.

When coaches were interviewed in the spring about working with teachers and challenges and success they encountered while coaching, many spoke to the challenges of implementing *Language for Learning* and OWL. For example:

They thought, poof, it will just happen – it does not go just poof; it’s a long hard process. When I think about it, it changes everything. Everything you knew and what you used to do, where materials were, and what you needed new. Now everything is new; old stuff fits in, but differently. It’s a huge amount of things to change at once. (Center Coach)

Teachers are getting used to using the manual. Before they did not have a manual/curriculum they were making up their own and getting materials here and there. (Center Coach)

Gathering the materials for OWL, Head Start teachers are entering a new realm of teaching, more like in a district, and they have not been required to do the same amount of prep work and doing an actual curriculum, using a book, and following directions. Getting them to understand and do the prep that goes into OWL is a challenge. (Center Coach)

The curriculum, they struggle. They had a hard time giving up their own input into everything; it was a bit of a struggle to go with just the curriculum. But the last unit did go well and they saw that there was room for their own ideas in the curriculum. (Center Coach)

The first thing that was hard with Language for Learning is it is very scripted. Head Start uses Creative Curriculum and teachers are used to allowing the children to be very creative. To have the children be expected to do certain things was a change. Now they love and enjoy doing it.
(Center Coach)

But coaches gave the impression that teachers had found great success with LFL, but were more challenged with OWL. This difference might be attributed to LFL being more narrowly focused and scripted and OWL being broader, replacing an existing curriculum, and increasing prep time and work in establishing play centers.

Kids have done tremendous things. The biggest thing is language; we are more direct about teaching language. (Center Coach)

After staff development in Language for Learning, I had a hard time being excited about it and bringing it back with hesitancy. I thought if I delivered with that feeling of hesitancy, they would have the same feeling about the curriculum. But I delivered it like I got it and I discussed my concerns about it. Language for Learning is their favorite part of day. At first it took them 20 minutes, now it takes 5 minutes and their done. Now I wish we had more time for Language for Learning. (Center Coach)

Finally, several coaches noted that the large amount of time and work that they put into prepping OWL lessons was a challenge. But one coach felt that the amount of time she dedicated to preparing OWL materials allowed her staff members to be as successful as they were in implementing it. Still many coaches were excited that their teams had picked up the curriculums as fast as they did.

Future Professional Development Needs

The Staff Satisfaction Survey also provided teachers and coaches an opportunity to comment on additional professional development needs. While there was little consistency in responses by teachers, there was more with coaches. The following list combines the professional development topics requested by one-quarter to two-fifths of teachers and three-fifths to four-fifths of coaches:

- Classroom management
- Differentiating instruction by age and for children with special needs
- Interpretation of screening assessments
- Scaffolding Tier 1, 2 and 3 instruction
- Using assessment data to plan Tier 1, 2 and 3 instruction

Teachers also requested additional professional development in the following areas:

- Assistance with Exceed/RTI
- Developing oral language, alphabet knowledge, phonological awareness, print awareness and listening comprehension
- Using Tier 2 and Tier 3 fidelity monitors

Coaches also requested additional professional development in the following areas:

- 1st and 2nd language acquisition
- Coaching with specialists and consultants in the classroom
- Dual discrepancy model
- Portfolio development (e.g. video and reflection)
- Using OWL Quality Indicators
- Using technology (e.g. Adobe Connect, digital/video camera)
- Working with parents

Appendix C contains the results for each of the individual items on the Staff Satisfaction Survey.

Summary

The professional development delivered to coaches, teachers, center directors, and the assessment team met expectations. The content-area training MTPEL anticipated providing was provided. Teachers, coaches, and directors received a total of 200 hours of off-site professional development. In addition to this off-site professional development, teachers, TAs, coaches, and center directors received weekly coaching from the Early Reading First Specialists, consultants, and center coaches which totaled approximately 140 hours of on-site professional development. Finally, training was well received by participants who found the content at least “helpful,” and sometimes “very” or “extremely helpful.” Coaches and teachers indicated a need for additional professional development in the areas of classroom management, differentiating instruction, interpreting and using data, and scaffolding instruction.

CHAPTER FOUR: PROFESSIONAL DEVELOPMENT OUTCOMES

This chapter uses data from a variety of sources to ascertain the impact that teachers', teacher assistants' (TAs), coaches' and center directors' participation in professional development had on their knowledge and practice. It uses data from the Teacher Knowledge Survey, the Early Literacy and Language Classroom Observation (ELLCO), Classroom Assessment Scoring System (CLASS), and data from telephone interviews with coaches.

Teacher Knowledge Survey

The Teacher Knowledge Survey is comprised of two parts. Part One is a knowledge test containing 50 multiple choice questions and 20 true or false questions. Part Two contains 20 statements; respondents use a 5-point Likert scale that best reflects their disagreement/agreement with the statement.

Part One

The 70 items in Part One were grouped into 12 categories based on content⁷. These categories and the number of collapsed items are shown in Table 4-1, along with the average percentages of items correct overall and in each category; these same statistics are displayed for each participant role and site. Data reflect participants' knowledge at baseline in winter 2010.

Table 4-1
Baseline Scores on Teacher Knowledge Survey, Part One

Item Category	All Centers	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin
Phonological/Phonemic Awareness & Phonics (9 items)	58%	60%	53%	65%	61%	40%	61%	78%	65%
Language and Vocabulary Development (11 items)	64%	61%	63%	77%	58%	58%	64%	96%	63%
Letter Knowledge (3 items)	40%	43%	35%	39%	44%	26%	41%	60%	42%
Print Awareness (8 items)	57%	56%	52%	71%	71%	41%	57%	70%	63%
Emergent Writing (6 items)	64%	62%	61%	83%	67%	56%	70%	87%	56%
Reading (6 items)	86%	86%	83%	94%	81%	75%	92%	87%	94%
Working with ELLs (4 items)	76%	73%	75%	92%	75%	55%	84%	95%	84%
Children's Family and Culture (3 items)	67%	65%	64%	78%	78%	48%	67%	100%	73%
Differentiating Instruction (6 items)	64%	66%	59%	78%	78%	55%	58%	67%	74%
Assessment (8 items)	55%	56%	52%	60%	60%	40%	61%	83%	50%
Math (5 items)	43%	43%	42%	50%	37%	41%	38%	56%	51%
Science (1 item)	74%	80%	60%	100%	100%	36%	82%	100%	82%
Total Score	63%	63%	60%	74%	67%	51%	64%	81%	66%

⁷ Three items were not categorized.

Overall, respondents correctly answered about two-thirds (63%) of the items on Part One of the Teacher Knowledge Survey. One-fifth (19%) of respondents answered no more than 50 percent of the items correctly; two-thirds (66%) answered between one-half and three-quarters of the items correctly, and 15 percent answered more than three-quarters of the items correctly.

Staff members were most knowledgeable in the area of reading; on average, respondents answered at least 85 percent of these items correctly. Staff members were fairly knowledgeable in the areas of working with ELLs (76%); incorporating the families and cultures of the children in their classrooms (67%); and language and vocabulary development, emergent writing, and differentiating instruction (64%). Some of the skills endorsed by the National Early Literacy Panel (NELP, 2008) as being predictive of later literacy skills (e.g. letter knowledge and phonological awareness) were areas in which respondents answered fewer questions correctly. Staff members were least knowledgeable in the topic of letter knowledge.

Part Two

Similarly, the 20 items in Part Two were grouped into three content-based categories. Table 4-2 displays these categories and the number of collapsed items⁸ in each subscale. This table also shows the average score (and standard deviation) on each subscale, overall and in each category; these same statistics are displayed for each participant role and site. In analyzing these data, the 5-point Likert scale used on the survey was converted into numbers as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. Again, data reflect participants' knowledge at baseline in winter 2010.

Table 4-2
Baseline Scores on Teacher Knowledge Survey, Part Two

Item Category	Mean (SD)								
	All Centers	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Confidence (8 items)	3.9 (0.4)	3.9 (0.4)	3.9 (0.4)	4.0 (0.6)	4.1 (0.3)	4.0 (0.2)	4.0 (0.4)	4.2 (0.4)	3.6 (0.5)
Efficacy ⁹ (4 items)	3.6 (0.5)	3.7 (0.6)	3.4 (0.6)	3.8 (0.4)	3.9 (0.2)	3.3 (0.5)	3.5 (0.6)	4.3 (0.3)	3.6 (0.5)
Attitudes about Learning (6 items)	3.9 (0.4)	3.9 (0.3)	3.9 (0.5)	4.1 (0.3)	3.8 (0.3)	3.9 (0.4)	3.9 (0.5)	3.7 (0.1)	4.0 (0.4)
Average Score (18 items)	3.8 (0.3)	3.9 (0.3)	3.7 (0.3)	3.9 (0.3)	3.9 (0.2)	3.7 (.03)	3.8 (0.3)	4.1 (0.1)	3.7 (0.4)

Table 4-2 shows that overall, the center staff members reported having confidence, fewer feelings of efficacy, but a willingness to learn.

Based on individual items (see Appendix D), about two-thirds or more of respondents reported confidence in their ability to work with children in a variety of areas. Respondents were most confident

⁸ Two items were not categorized.

⁹ Two items were reverse scored (#8 and #14).

that they could help, motivate, and support the children in their classroom in regard to early language, literacy, and writing. They were less confident in their ability to *teach* them about recognizing letter sounds, rhymes, and alphabet letters and early writing skills. Respondents were least confident in their ability to work with English Language Learners (ELLs).

Similar percentages of respondents felt they had enough understanding of language concepts, knowledge, and skills to support children in early reading, writing, and language. However, just over half disagreed that they taught early reading and writing skills as well as other skills or that they could track their children's skill developments in these areas.

Most participants were highly enthusiastic about learning and improving their practices to better serve the children in their care. However, opinions about committing the time and energy required to learn these skills were mixed.

On both parts of the survey, variation existed by center and role—coaches and staff members in the Great Falls Public centers scored higher, while TAs and staff members in the Fort Belknap centers scored lower.

Appendix D contains the results for each of the individual items on the Teacher Knowledge Survey.

Instruction and Classroom Environment

The MTPEL grant identified six standards for teacher practice that address instruction and the classroom environment:

1. Teachers establish rich and engaging physical learning environments.
2. Teachers support children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.
3. Teachers support the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.
4. Teachers support the development of young children's higher order thinking skills and understanding of the world and the way things work.
5. Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.
6. Teachers use information and data from a variety of sources to understand children's instructional needs and to improve teaching and learning for young children.

The CLASS and the ELLCO were used to determine growth in the first five areas. The sixth standard was evaluated using data collected from telephone interviews with center coaches. The following analyses are based on classrooms that were observed in both winter and spring 2010 (i.e., the classrooms were matched). Appendix A contains data on all the classroom observations.

Table 4-3 summarizes results of these analyses and shows that gains were seen on all areas except one (CLASS—Classroom Organization). Overall, participants made statistically significant gains on two of the five standards:

- Teachers support the development of young children’s higher order thinking skills and understanding of the world and the way things work.
- Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.

Table 4-3
Summary of Changes in Standards for Teacher Practice

Standard	Classroom Observation Tool and Domain	Winter 2010	Spring 2010	Change	T-test p value
Teachers establish rich and engaging physical learning environments.	ELLCO—Classroom Structure	14.4 (2.2)	16.2 (3.6)	+1.8	.06
Teachers support children’s abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.	CLASS—Emotional Support	5.0 (0.8)	5.2 (1.0)	+0.2	.43
	CLASS—Classroom Organization	4.4 (1.1)	4.2 (1.5)	-0.2	.61
Teachers support the development of young children’s language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.	ELLCO—The Language Environment	10.3 (2.9)	12.2 (5.6)	+1.9	.18
	ELLCO—Books and Book Reading	14.9 (4.9)	18.9 (5.3)	+4.0	.01
	ELLCO—Print and Early Writing	7.6 (1.7)	8.7 (4.0)	+1.1	.28
Teachers support the development of young children’s higher order thinking skills and understanding of the world and the way things work.	CLASS—Instructional Support	2.8 (1.1)	3.5 (1.6)	+0.7	.03
Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.	ELLCO—Curriculum	8.1 (1.4)	10.7 (3.0)	+6.8	.00
	CLASS—Instructional Support	2.8 (1.1)	3.5 (1.6)	+0.7	.03

Analyses at the dimension level indicate that of the 29 dimensions between the ELLCO and the CLASS, gains were made on 23 (79%) and significant gains were made on 11 (38%). From winter to spring, scores decreased in five dimensions (17%) and were significant in one dimension (3%). In one dimension (3%) there was no change in scores from winter to spring.

Teachers establish rich and engaging physical learning environments.

The ELLCO Classroom Structure domain was used to measure growth in this area. From winter to spring the percentage of classrooms scoring in the “Above Basic” range increased in all but one dimension (Personnel); these increases were statistically significant on the Organization of the Classroom and Contents of the Classroom dimensions, but not on the Classroom Management dimension.

Table 4-4
ELLCO Classroom Structure Domain, Winter to Spring 2010

ALL MTPEL (N=20)	Percentage of MTPEL Classrooms With ELLCO Score						Wilcoxon Sign Test <i>p</i> value
	Winter 2010			Spring 2010			
	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	
Classroom Structure Dimensions							
Organization of the Classroom	0%	33%	67%	5%	14%	81%	.00
Contents of the Classroom	19%	62%	19%	0%	29%	71%	.00
Classroom Management	14%	33%	52%	24%	19%	57%	.83
Personnel	0%	24%	76%	5%	29%	67%	.72

Teachers support children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.

Two CLASS domains were used to measure growth in this area—Emotional Support and Classroom Organization. From winter to spring the mean score on the Emotional Support domain had a slight increase of 0.2 (see Table 4-5). While there were positive changes in the mean scores of the Positive Climate, Negative Climate, and Teacher Sensitivity dimensions, only the change in the Negative Climate dimension was statistically significant. There was a decrease in the mean score of the Regard for Student Perspective dimension.

From winter to spring the mean score on the Classroom Organization Scale and its Behavior Management and Productivity dimensions decreased. These changes were not statistically significant. There was no change in the mean score on the Instructional Formats dimension during this time.

Table 4-5
CLASS Emotional Support and Classroom Organization Domains, Winter to Spring 2010

ALL MTPEL (N=20)	Percentage of MTPEL Classrooms With CLASS Score							
	Winter 2010				Spring 2010			
	Low	Middle	High	Mean (SD)	Low	Middle	High	Mean (SD)
Emotional Support	0%	70%	30%	5.0 (0.8)	0%	50%	50%	5.2 (1.0)
Positive Climate	0%	80%	20%	4.7 (1.0)	0%	45%	55%	5.0 (1.1)
Negative Climate	70%	30%	0%	1.8 (1.1)	95%	5%	0%	1.3 (0.7) ¹
Teacher Sensitivity	0%	70%	30%	4.5 (1.1)	5%	50%	45%	4.8 (1.2)
Regard for Student Perspective	0%	95%	5%	4.5 (0.7)	15%	60%	25%	4.1 (1.4)
Classroom Organization	5%	75%	20%	4.4 (1.1)	20%	55%	25%	4.2 (1.5)
Behavior Management	5%	75%	20%	4.5 (1.1)	15%	45%	40%	4.4 (1.7)
Productivity	5%	70%	25%	4.7 (1.1)	15%	60%	25%	4.3 (1.5)
Instructional Learning Formats	15%	75%	10%	4.0 (1.2)	25%	50%	25%	4.0 (1.5)

¹ p=.001

Teachers support the development of young children’s language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.

The ELLCO Language Environment, Books and Book Reading, and Print and Early Writing domains were used to measure growth in this area. From winter to spring the percentage of classrooms scoring in the “Above Basic” range increased in all dimensions (see Table 4-6). These gains were statistically significant in six areas: Efforts to Build Vocabulary dimension (Language Environment domain); the Organization of Book Area, Characteristics of Books, Books for Learning, and Quality of Book Reading dimensions (Books and Book Reading domain); and the Early Writing Environment dimension (Print and Early Writing domain).

Table 4-6
ELLCO Language Environment, Books and Book Reading, and Print and Early Writing Domains, Winter to Spring 2010

ALL MTPEL (N=20)	Percentage of MTPEL Classrooms With ELLCO Score						Wilcoxon Sign Test <i>p</i> value
	Winter 2010			Spring 2010			
	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	
Domains and Dimensions							
Language Environment Dimensions							
Discourse Climate	19%	57%	24%	29%	19%	52%	.18
Opportunities for Extended Conversations	19%	43%	38%	33%	24%	43%	1.00
Efforts to Build Vocabulary	62%	29%	10%	43%	10%	48%	.01
Phonological Awareness	67%	24%	10%	48%	19%	33%	.08
Books and Book Reading Dimensions							
Organization of Book Area	29%	48%	24%	5%	14%	81%	.00
Characteristics of Books	19%	29%	52%	0%	19%	81%	.02
Books for Learning	52%	38%	10%	19%	24%	57%	.00
Approaches to Book Reading	29%	33%	38%	29%	14%	57%	.17
Quality of Book Reading	13%	20%	67%	16%	16%	68%	.04
Print and Early Writing Dimensions							
Early Writing Environment	67%	29%	5%	43%	19%	38%	.01
Support for Children's Writing	52%	38%	10%	57%	10%	33%	.73
Environmental Print	29%	62%	10%	24%	38%	38%	.08

Teachers support the development of young children’s higher order thinking skills and understanding of the world and the way things work.

The CLASS Instructional Support domain was used to measure growth in this area. From winter to spring mean scores increased in all areas. The increases on the Instructional Support domain and the Concept Development dimension were statistically significant (see Table 4-7), while those on the Quality of Feedback and Language Modeling dimension were not.

Table 4-7
CLASS Instructional Support Domain, Winter to Spring 2010

ALL MTPEL (N=20)	Percentage of MTPEL Classrooms With CLASS Score							
	Winter 2010				Spring 2010			
	Low	Middle	High	Mean (SD)	Low	Middle	High	Mean (SD)
Instructional Support	45%	50%	5%	2.8 (1.1)	32%	47%	21%	3.5 (1.6) ¹
Concept Development	65%	30%	5%	2.5 (1.2)	30%	50%	20%	3.5 (1.6) ²
Quality of Feedback	25%	70%	5%	3.0 (1.2)	32%	42%	26%	3.6 (1.6)
Language Modeling	35%	60%	5%	2.9 (1.1)	38%	38%	14%	3.3 (1.8)

¹ $p=.03$; ² $p=.00$

Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.

The ELLCO Curriculum domain and the CLASS Instructional Support domain (see Table 4-7) were used to measure growth in this area. From winter to spring the percentage of classrooms scoring in the “Above Basic” range on the ELLCO Curriculum domain increased in all dimensions (see Table 4-8). These increases were significant on the Approaches to Curriculum and Recognizing Diversity in the Classroom dimensions, but not on the Opportunities for Child Choice and Initiative dimension.

Table 4-8
ELLCO Curriculum Domain, Winter to Spring 2010

ALL MTPEL (N=20)	Percentage of MTPEL Classrooms With ELLCO Score						
	Winter 2010			Spring 2010			Wilcoxon
	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	
Approaches to Curriculum	81%	14%	5%	14%	33%	52%	.00
Opportunities for Child Choice and Initiative	5%	48%	48%	14%	29%	57%	.43
Recognizing Diversity in the Classroom	57%	29%	14%	24%	33%	43%	.03

¹ $p=.00$; ² $p=.00$; ³ $p=.01$

Teachers use information and data from a variety of sources to understand children’s instructional needs and to improve teaching and learning for young children.

Data from interviews with center coaches were used to evaluate progress on the sixth standard. Several coaches indicated that through spring 2010 the professional development that teachers had received had not focused on their use of assessment data. Teachers were trained on administering the PALS in November 2009, but otherwise any training on data use would have been provided differentially by State Reading Specialists, hired consultants, and coaches during on-site professional development.

MTPEL staff members did not anticipate sharing classroom observation data from the ELLCO and the CLASS with the coaches and teachers during this first year of implementation. They envisioned rolling out use of these data in the second year, after the sites had already had experience with the curriculums

and child assessments. As a result, coaches reported that some assessment data that was collected by the assessment team was slow in coming back to the centers for coaches and teachers to use.

Professional development for teachers, not a lot of that has happened yet. Head Start teachers, they don't have training in that. It will be an eye opener for them what data does. (Center Coach)

We would like to see data sooner...we got info from the PPVT, but not the ELLCO and CLASS. We know what to do with the children's data (we have experience with that). It would be nice to receive professional development after looking at the ELLCO and CLASS scores to understand what we need to do as a center and as a focus for professional development. (Center Coach)

In addition, the proposed system for tracking and generating data reports, EXCEED RTI, was not implemented during the 2009–2010 preschool year; nor was the proposed dual discrepancy model or the Response to Intervention program. These three program components are scheduled professional development topics for the 2010–2011 preschool year.

They have not started EXCEED RTI; its data driven in goals and objectives. We've barely gathering enough data to direct us. (Center Coach)

The grant has not really touched on how to manage the data; now that we have the data, now what? (Center Coach)

However, some coaches and teachers were beginning to administer assessment and get familiar with reports; some were using the data to group and inform instruction, some were using data for professional development, and at one center the data were used to confirm the curriculum.

We need to continue working with it and learning how to use forms and paperwork to the best. It will take a while for them to get a handle on it. (Center Coach)

Starting to keep the data is a success. There is not a ton of work for the teachers, but nothing they did in the past. Tracking instruction, lessons, assessments, we have a binder to keep it all organized. Teachers are not overwhelmed by the amount of data they are asked to collect. (Center Coach)

It's not a huge focus. They collect Language for Learning data. We talk about collecting data and class averages (that they need to have 80 percent pass before they move on). (Center Coach)

We're grouping kids from assessments. We're using the data to confirm our gut feelings and vice versa. We have done PPVT baseline and end of year TOPEL and PALS. They have Language for Learning assessments, but no OWL assessments. (Center Coach)

They use it to refine instruction, both individual and a whole group. (Center Coach)

We're seeing improvement. The data really guides instruction to those that aren't getting it, grouping, reteaching. Teachers are doing that. (Center Coach)

From the PALS results they know they are not having success with letter sounds; we know we need to do more activities/lessons to help children identify sound. (Center Coach)

I have charts that use when I conference with staff members about Language for Learning results. I take the data, show it to the teachers, and we talk about it. We celebrate success, see trends, and decide what to do next. (Center Coach)

PALS data, we shared it with parents. I compared the spring PALS to the winter PALS to see change over six months. It was unbelievable; I made bar graphs to show all the staff. We celebrated. The teachers did not buy into no direct instruction of alphabet letters. I told them it was imbedded. They let it go and they saw the results – it happened. We are now using data for professional development, but that was not addressed through OPI. (Center Coach)

In summary, teachers, while not receiving a lot of professional development or resources for using data, have begun to do so. They are using data from the assessments and the *Language for Learning* curriculum. Some teachers are administering assessments and some are familiarizing themselves with reports. Others are using the data to group children and inform their instruction.

Summary

Results of the Teacher Knowledge Survey indicate that staff members are confident in their ability to support the preschool children in their classrooms and have a high enthusiasm for learning. However, they lack the knowledge and skills to teach them many of the prerequisites that will allow them to be successful in kindergarten and beyond.

Overall, respondents correctly answered about two-thirds (63%) of the items on Part One of the Teacher Knowledge Survey. Staff members were most knowledgeable in the area of reading and they were fairly knowledgeable in the areas of working with ELLs and the families and cultures of the children in their classrooms, language and vocabulary development, emergent writing, and differentiating instruction. Some of the skills endorsed by the National Early Literacy Panel (NELP, 2008) as being predictive of later literacy skills (e.g. letter knowledge and phonological awareness) were areas in which respondents answered fewer questions correctly. Staff members were least knowledgeable in the topic of letter knowledge.

Analyses of Part Two of the Teacher Knowledge Survey showed that overall, the center staff members reported having confidence, fewer feelings of efficacy, but a willingness to learn. About two-thirds or more reported confidence in their ability to help, motivate, and support the children in their classroom in regard to early language, literacy, and writing. They were less confident in their ability to *teach* them about recognizing letter sounds, rhymes, and alphabet letters and early writing skills. Respondents were least confident in their ability to work with ELLs (64%). While two-thirds of center staff members felt they had enough understanding of language concepts, knowledge, and skills to support children in early reading, writing, and language, just over half disagreed that they taught early reading and writing skills as well as other skills or that they could track their children's skill developments in these areas. Most participants were highly enthusiastic about learning and improving their practices to better serve the children in their care.

Twenty-nine dimensions of the ELLCO and CLASS were used to evaluate achievement of five of the six standards for teacher practice regarding instruction and the classroom environment that the MTPEL grant expected teachers to achieve by June 2012. Analyses at the dimension level indicated that of these 29 dimensions, gains were made on 23 (79%) and significant gains were made on 11 (38%). From winter

to spring, scores decreased in five dimensions (17%) and were significant in one dimension (3%). In one dimension (3%) there was no change in scores from winter to spring.

Of the six *standards*, statistically significant gains were made on two:

- **Teachers support the development of young children’s higher order thinking skills and understanding of the world and the way things work.** All of the dimension scores on the CLASS Instructional Support domain increased. The increase on the Concept Development dimension was statistically significant, but those on the Quality of Feedback and Language Modeling dimension were not.
- **Teachers create environments and differentiated instructional opportunities that meet the needs of diverse learners.** The percentage of classrooms scoring in the “Above Basic” range on the ELLCO Curriculum domain increased in all dimensions. These increases were significant on the Approaches to Curriculum and Recognizing Diversity in the Classroom dimensions, but not on the Opportunities for Child Choice and Initiative dimensions. As noted above, all of the dimension scores on the CLASS Instructional Support domain increased. The increase on the Concept Development dimension was statistically significant, but those on the Quality of Feedback and Language Modeling dimension were not.

Although significant gains were not made overall in the following standards, gains were achieved, and on many dimensions they were significant:

- **Teachers establish rich and engaging physical learning environments.** While the ELLCO Classroom Structure domain gain was not significant, the percentage of classrooms scoring in the “Above Basic” range increased in all but one dimension (Personnel); these increases were statistically significant on the Organization of the Classroom and Contents of the Classroom dimensions, but not on the Classroom Management dimension.
- **Teachers support children’s abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems.** The CLASS Emotional Support domain had a slight increase and the mean scores of the Positive Climate, Negative Climate, and Teacher Sensitivity dimensions increased as well. Only the change in the Negative Climate dimension was statistically significant. There was a decrease in the mean score of the Regard for Student Perspective dimension. The mean score on the CLASS Classroom Organization Scale and its Behavior Management and Productivity dimensions decreased. These changes were not statistically significant. There was no change in the mean score on the Instructional Formats dimension.
- **Teachers support the development of young children’s language and early literacy skills throughout the day, using intentional, playful, and engaging instruction.** The percentage of classrooms scoring in the “Above Basic” range increased in all of the dimensions of the three ELLCO domains used to evaluate this standard. These gains were statistically significant in six areas: Efforts to Build Vocabulary dimension (Language Environment domain); the Organization of Book Area, Characteristics of Books, Books for Learning, and Quality of Book Reading dimensions (Books and Book Reading domain); and the Early Writing Environment dimension (Print and Early Writing domain). Gains were not significant on the Discourse Climate, Opportunities for Extended Conversations, Phonological Awareness, Approaches to Book Reading, Support for Children’s Writing, and Environmental Print dimensions.

- **Teachers use information and data from a variety of sources to understand children's instructional needs and to improve teaching and learning for young children.** While teachers did not receive a lot of professional development or resources for using data, many have begun to do so. They are using data from assessments and the curriculum. Some teachers are administering assessments and some are familiarizing themselves with reports. Others are using the data to group children and inform their instruction.

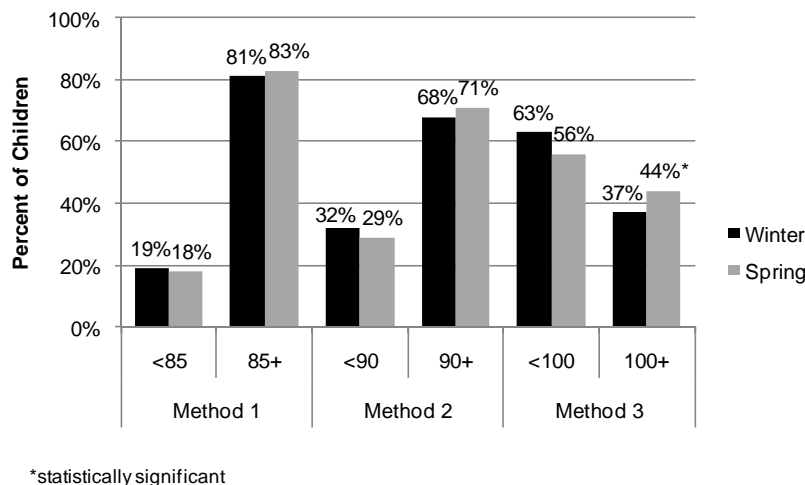
CHAPTER FIVE: CHILD OUTCOMES

The following chapter looks at changes in children’s early literacy skills (i.e., receptive and expressive language, phonological awareness, alphabet knowledge, letter sounds, print concepts, and oral comprehension) as measured by three assessments—the Peabody Picture Vocabulary Test 4 (PPVT), the Test of Preschool Early Literacy (TOPEL), and the Phonological Awareness Literacy Screening (PALS)—and teacher reports of children’s improvement in listening comprehension. The chapter begins with an overall analysis of all the Montana Partnership for Early Learning (MTPEL) children’s performance on the assessments administered in winter (when applicable) and spring 2010. These analyses describe the percentage of children who have gained the early literacy skills levels necessary to participate effectively in school and become proficient in reading, based on scores established by the test developers. It concludes with an analysis of teacher reported data on listening comprehension. The second section of the chapter also studies the percentage of children who have become proficient in early reading skills, but uses an achievement gap analysis to determine if American Indian children are closing the achievement gap with their white peers and if children receiving special education services are closing the achievement gap with their peers who do not receive such services. The chapter ends with analyses as required for the Government Performance and Results Act (GPRA) reporting.

PPVT

Figure 5-1 shows three methods used to interpret PPVT standard scores. The first, and most liberal, method uses a standard score of 85 as a cutoff for what an “average” child would score on the PPVT. It shows that in the winter and spring, four-fifths of MTPEL children scored 85 or above, with a slight increase of two percentage points (81% to 83%). The second, a more conservative method, uses a standard score of 90 as a cutoff for what an “average” child would score on the PPVT. It shows that in the winter and spring, about two-thirds of MTPEL children scored 90 or above, with a slight increase of three percentage points (68% to 71%). The third, and most conservative, interpretation uses a standard score of 100 as the cutoff. It shows that in the winter and spring about two-fifths of MTPEL children scored 100 or above, with a statistically significant increase of seven percentage points (37% to 44%) (McNemar test $p=.020$).

Figure 5-1



Percentage of Children with PPVT Standard Scores Using Three Methods

Additional PPVT data can be found in Appendix B.

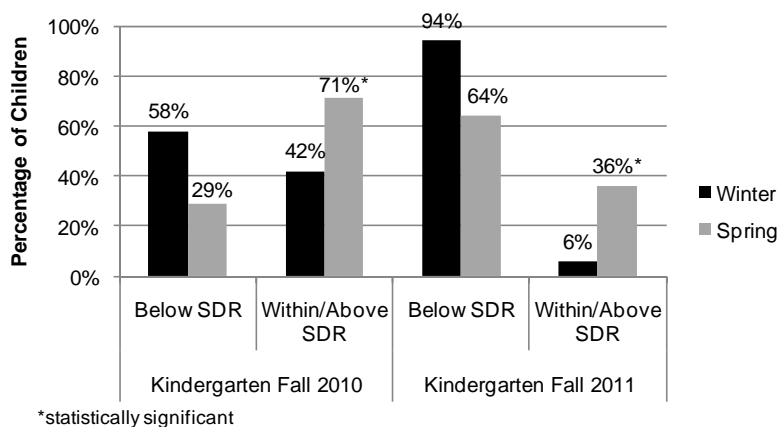
PALS

Three PALS tasks were administered to MTPEL children: Name Writing, Upper-Case Alphabet Recognition, and Letter Sounds. It is important to note that the PALS assessments were administered to children by center coaches and/or teachers and that MTPEL staff members sense a lack of validity in some centers. While these assessments were administered to children in the fall of 2010 by center coaches and teachers, the MTPEL assessment team is scheduled to administer these assessments thereafter.

Name Writing

Figure 5-2 shows the percentage of children below and within/above the Spring Developmental Range (SDR) on the PALS' Name Writing task in winter and spring 2010. It shows that two-fifths (42%) of children age-eligible to attend kindergarten in fall 2010 scored within or above the SDR, while almost three-quarters (71%) did so in the spring. This increase was statistically significant (McNemar test $p=.000$). Figure 5-2 also shows the same information for children age-eligible to attend kindergarten in fall 2011. Six percent of these children scored within or above the SDR in winter and one-third (36%) did so in the spring. This increase was also statistically significant (McNemar test $p=.000$).

Figure 5-2

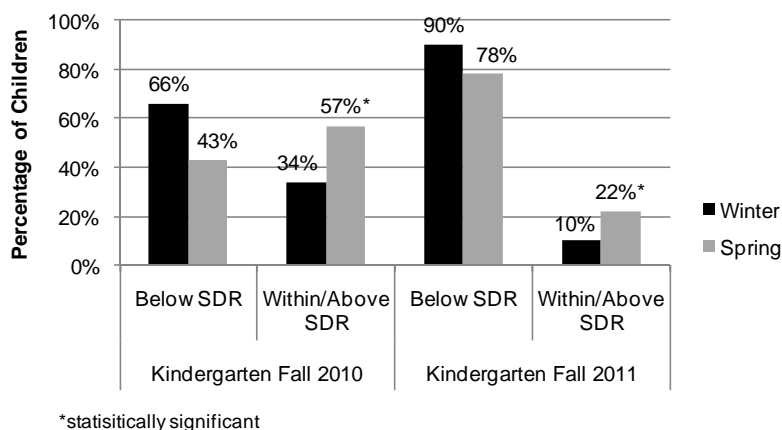


Percentage of Children with PALS Name Writing Scores Below and Within/Above the Spring Developmental Range, by Age

Upper-Case Alphabet Recognition

Figure 5-3 shows the percentage of children within or above the SDR on the PALS' Upper-Case Alphabet Recognition task in winter and spring 2010. It shows that one-third (34%) of children age-eligible to attend kindergarten in fall 2010 scored within or above the SDR while almost three-fifths (57%) did so in the spring. This increase was statistically significant (McNemar test $p=.000$). Figure 5-3 also shows the same information for children age-eligible to attend kindergarten in fall 2011. Ten percent of these children scored within or above the SDR in winter and one-fifth (22%) did so in the spring. This increase was also statistically significant (McNemar test $p=.021$).

Figure 5-3

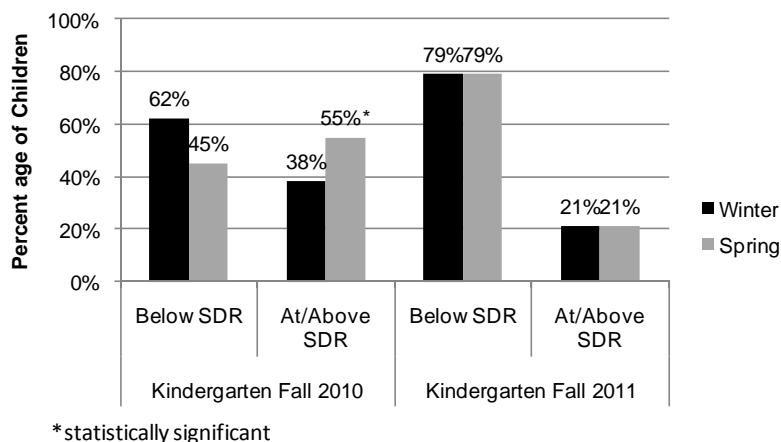


Percentage of Children with PALS Upper-Case Alphabet Recognition Scores Below and Within/Above the Spring Developmental Range, by Age

Letter Sounds

Figure 5-4 shows the percentage of children within or above the SDR on the PALS' Letter Sounds task in winter and spring 2010. It shows that two-fifths (38%) of children age-eligible to attend kindergarten in fall 2010 scored within or above the SDR while over half (55%) did so in the spring. This increase was statistically significant (McNemar test $p=.000$). Figure 5-4 also shows the same information for children age-eligible to attend kindergarten in fall 2011. One-fifth of these children scored within or above the SDR in winter (21%) and spring (21%).

Figure 5-4



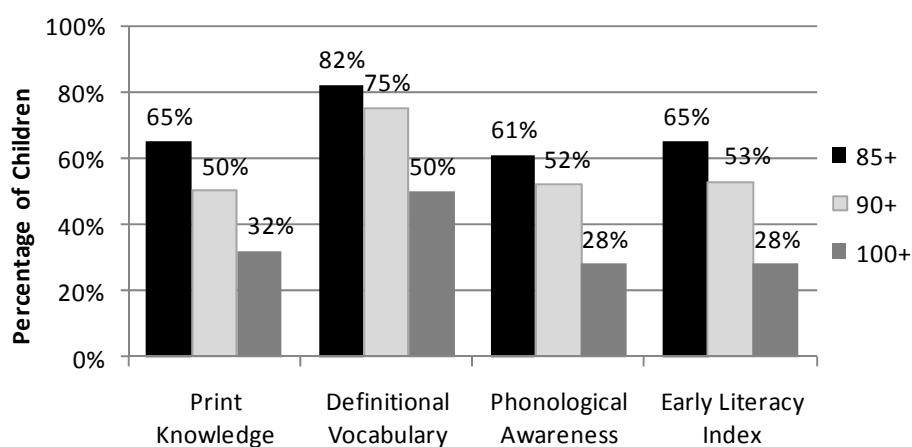
Percentage of Children with PALS Letter Sounds Scores Below and Within/Above the Spring Developmental Range, by Age

Additional PALS data can be found in Appendix B.

TOPEL

Figure 5-5 shows children's performance on the TOPEL subtests in the spring. Using 85, 90, and 100 as the cutoff scores for average, between one-third and two-thirds of children were determined to have at least average print knowledge skills, between one-half and four-fifths were determined to have at least average definitional vocabulary skills, and between one-quarter and three-fifths were determined to have at least average phonological awareness skills. Between one-quarter and two-thirds scored at least average on the Early Learning Index (ELI).

Figure 5-5



Percentage of Children with TOPEL Standard Scores Using Three Methods

Additional TOPEL data can be found in Appendix B.

Table 5-1 summarizes results from the above analyses and shows that on all assessments except the PALS Letter Sounds measure taken by children age-eligible to attend kindergarten in fall 2011, more children were scoring within the expected ranges for their age by spring 2010. These gains were significant in regard to the percentage of children with a standard score of at least 100 on the PPVT and the percentage of children in the SDR on the PALS Alphabet Knowledge measure (all children) and the Letter Sounds measure (only children age-eligible to attend kindergarten in fall 2010).

By spring, the majority of children obtained a standard score of at least 90 on the PPVT (71%) and the TOPEL Definitional Vocabulary test (75%). At least half, but not more than three-fifths, of children obtained a standard score of at least 90 on the TOPEL Phonological Awareness and Print Knowledge test and, of children age-eligible to attend kindergarten in fall 2010, scored within or above the SDR on the PALS Alphabet Knowledge (57%) and Letter Sounds (55%) tasks.

Table 5-1
Summary of PPVT, PALS, and TOPEL Data Analyses

Early Reading Skills	Percentage of Children with a Standard Score of					
	85+		90+		100+	
	Winter	Spring	Winter	Spring	Winter	Spring
Oral Language						
Receptive Vocabulary: PPVT	81%	83%	68%	71%	37%	44%*
Expressive Vocabulary: TOPEL Definitional Vocabulary		82%		75%		50%
Phonological Awareness TOPEL Phonological Awareness		61%		52%		28%
Print Knowledge TOPEL Print Knowledge		65%		50%		32%
Percentage of Children Within or Above Spring Development Range						
Winter				Spring		
Alphabet Knowledge						
Kindergarten in Fall 2010	34%			57%*		
Kindergarten in Fall 2011	10%			22%*		
Letter Sounds						
Kindergarten in Fall 2010	38%			55%*		
Kindergarten in Fall 2011	21%			21%		

* Statistically significant change from winter to spring.

Listening Comprehension

Children's achievement of listening comprehension skills were measured through teachers' reports of improvements they saw over the course of the year. The Staff Satisfaction Survey asked teachers to indicate the number of children in their classroom who did not improve in this area, the number that showed a slight improvement, the number that showed a moderate improvement, and the number that showed a substantial improvement.

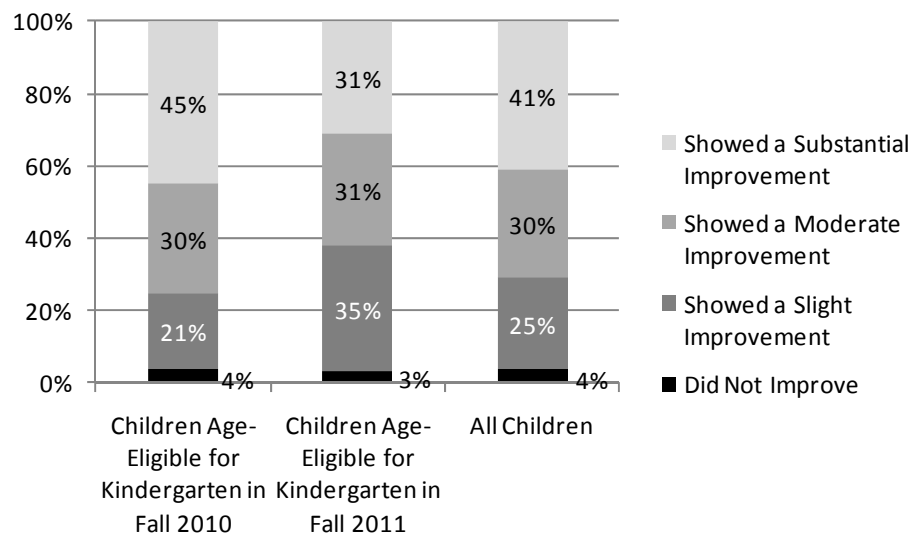
Analyses indicated that at least 70 percent of children were thought to have made at least a moderate improvement in their listening comprehension skills. Overall two-fifths of children were considered to have made substantial improvement by their teacher (41%), a smaller proportion of children age-eligible to attend kindergarten in fall 2011 were considered to have done so (31%) compared to those who could attend kindergarten in fall 2010 (45%). About one-third of children, overall, were considered to have made a moderate improvement (30%). An equal percentage of children age-eligible to attend kindergarten in fall 2010 (30%) and in fall 2011 (31%) were considered to have done so. Overall, one-quarter of children were considered to have made a slight improvement. A larger percentage of children age-eligible to attend kindergarten in the fall of 2011 were considered to have done so (35%) compared to those eligible to attend kindergarten in fall 2010 (21%). Across the board, less than 5 percent of children were considered to have made no improvement in their listening comprehension skills (see Table 5-2 and Figure 5-6).

Table 5-2
Percentage of Children Showing Improvement in Listening Comprehension Skills

Age of Children	Total Number of Children	Number That Did Not Improve	Number That Showed a Slight Improvement	Number That Showed a Moderate Improvement	Number that Showed a Substantial Improvement
All Children	245	4% (9)	25% (62)	30% (74)	41% (100)
Children Age-Eligible for Kindergarten in Fall 2010	165	4% (7)	21% (34)	30% (49)	45% (75)
Evergreen	20	5% (1)	35% (7)	25% (5)	35% (7)
Fort Belknap	58	0% (0)	29% (17)	31% (18)	40% (23)
Great Falls Head Start	41	5% (2)	2% (1)	17% (7)	76% (31)
Great Falls Public	26	0% (0)	27% (7)	54% (14)	19% (5)
Hardin	20	20% (4)	10% (2)	25% (5)	45% (9)
Children Age-Eligible for Kindergarten in Fall 2011	80	3% (2)	35% (28)	31% (25)	31% (25)
Evergreen	9	0% (0)	44% (4)	33% (3)	22% (2)
Fort Belknap	25	0% (0)	68% (17)	32% (8)	0% (0)
Great Falls Head Start	25	8% (2)	16% (4)	28% (7)	48% (12)
Great Falls Public	11	0% (0)	27% (3)	64% (7)	9% (1)
Hardin	10	0% (0)	0% (0)	0% (0)	100% (10)

Table 5-2 also shows that there was considerable variation across the five sites and two age groups.

Figure 5-6



Percentage of Children Showing Improvement in Listening Comprehension Skills

Achievement Gap Analysis

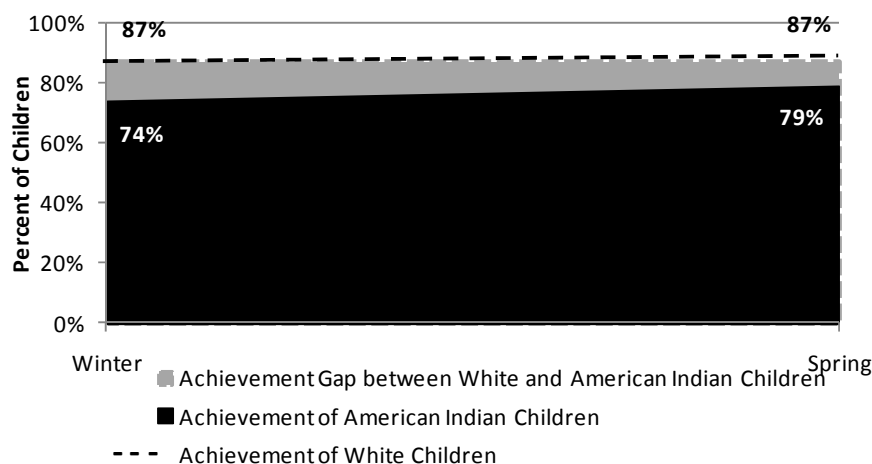
MTPEL aims to reduce the achievement gap between two groups of children—American Indians and their white peers, and children receiving special education services and their peers who are not. To measure success in this area, the evaluation explored differences between the percentages of children performing and not performing average on the PPVT (using the same three cut points) and those within or above and below the SDR on the PALS, over time. If differences exist, and those differences became smaller over time, the achievement of the children in the different groups is essentially becoming more alike.

To add more information about these differences, effect size analyses are conducted. An effect size is an index that measures the magnitude of the relationship between two variables in a standardized manner. In the analyses of the PPVT and PALS data, Cohen's *d*, is used to gage the relative magnitude of the difference between one group's achievement and another's (Kotrlik & Williams, 2003). Descriptors for interpreting Cohen's *d* are generally as follows: 0.20 is a small effect size, 0.50 is a medium effect size, and 0.80 is a large effect size (Cohen, 1988). If the gap between groups is closing, a *decrease in the effect size would be witnessed over time*, as the achievement of children from these groups becomes more similar. The TOPEL was excluded from this analysis as it was only administered in spring 2010.

PPVT

American Indian and white children. Figures 5-7, 5-8, and 5-9 show how the achievement gap between American Indian and white children changed from winter to spring 2010. Figure 5-7 shows that the difference between the percentage of American Indian and white children scoring at least 85 standard scores on the PPVT decreased from 13 to 8; likewise Cohen's *d*, the measure of effect size, decreased from .33 to .21.

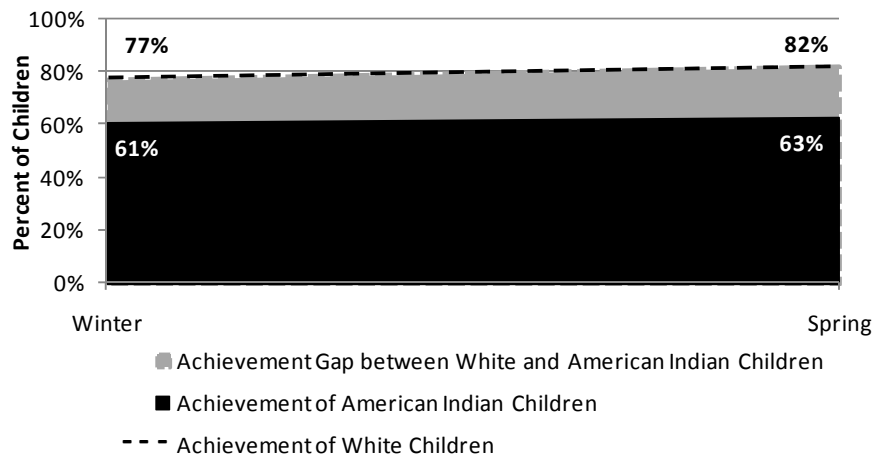
Figure 5-7



Percentage of American Indian and White Children with a PPVT Standard Score of At Least 85

Figure 5-8 shows that the difference between the percentage of American Indian and white children scoring at least 90 standard scores on the PPVT increased from 16 to 19; likewise Cohen's d increased from .35 to .41.

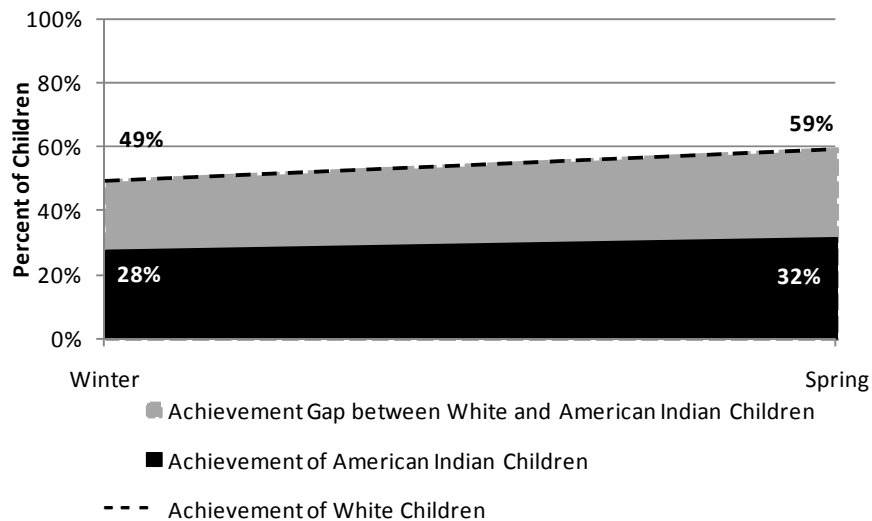
Figure 5-8



Percentage of American Indian and White Children with a PPVT Standard Score of At Least 90

Figure 5-9 shows that the difference between the percentage of American Indian and white children scoring at least 100 standard scores on the PPVT increased from 21 to 27; likewise Cohen's d increased from .45 to .55.

Figure 5-9



Percentage of American Indian and White Children with a PPVT Standard Score of At Least 100

Children receiving and not receiving special education services. Figures 5-10, 5-11, and 5-12 show how the achievement gap between children receiving special education services and their peers who are not changed from winter to spring 2010 on the PPVT. Figure 5-10 shows that the difference between the percentages of these children scoring at least 85 standard scores on the PPVT decreased from 30 to 29; likewise Cohen's d decreased from .70 to .66.

Figure 5-10

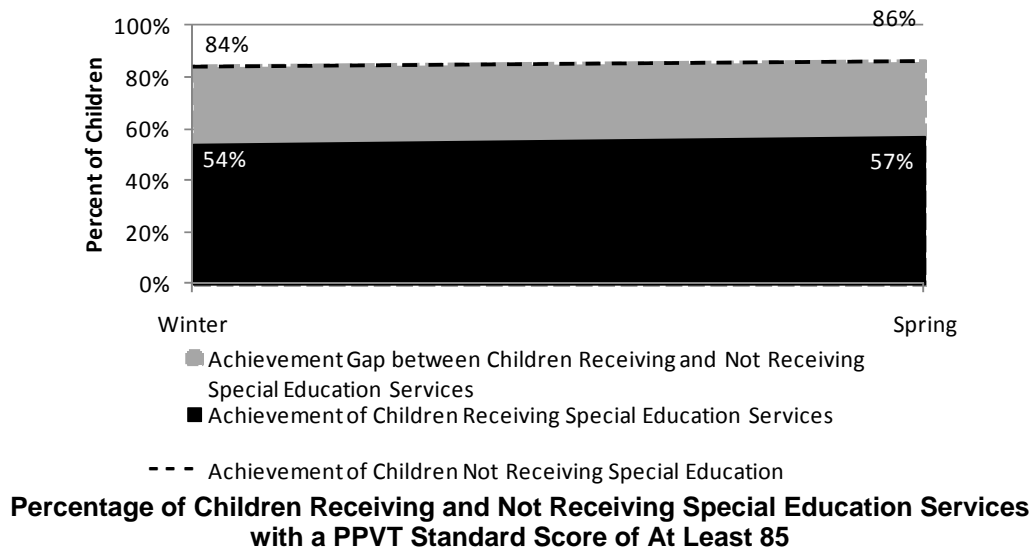


Figure 5-11 shows that the difference between the percentages of these children scoring at least 90 standard scores on the PPVT decreased from 28 to 24; likewise Cohen's d decreased from .59 to .50.

Figure 5-11

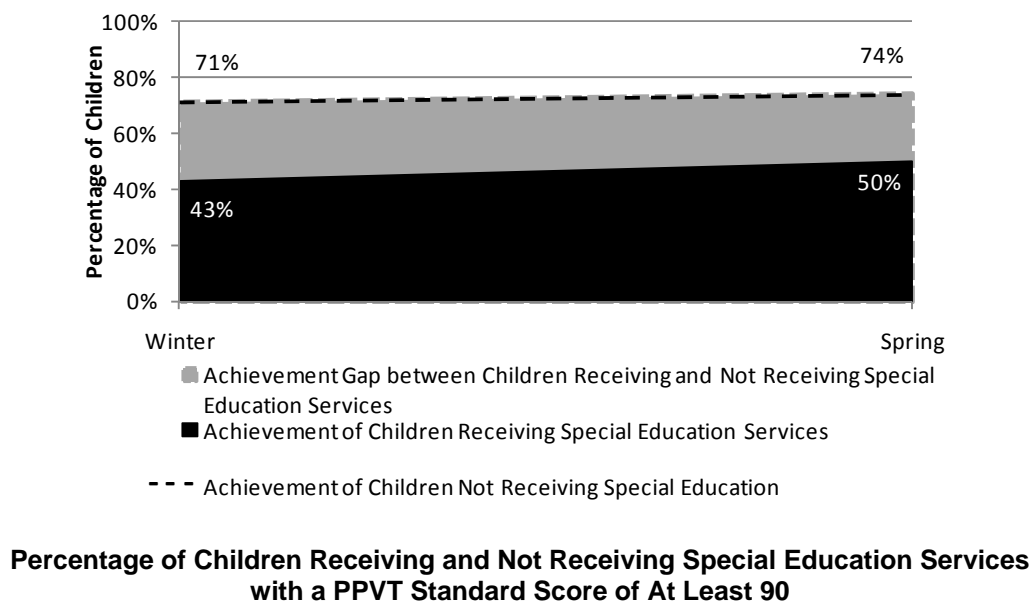
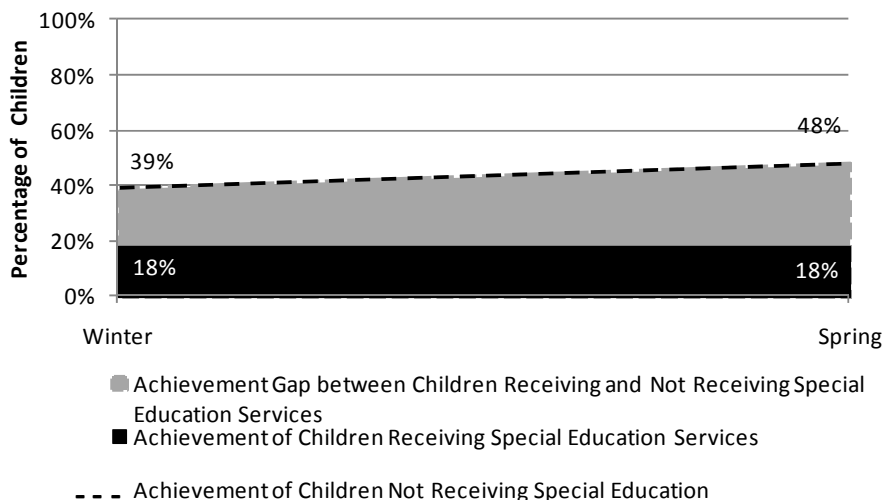


Figure 5-12 shows that the difference between the percentages of these children scoring at least 100 standard scores on the PPVT increased from 21 to 30; likewise Cohen's d increased from .49 to .66.

Figure 5-12



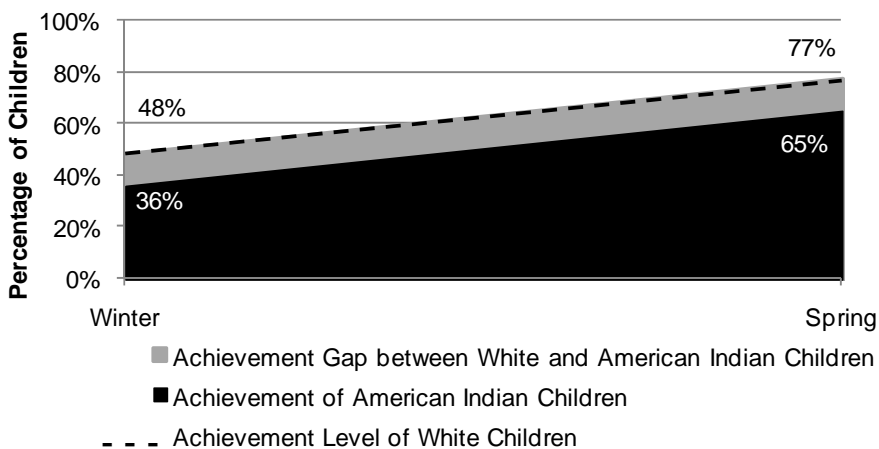
Percentage of Children Receiving and Not Receiving Special Education Services with a PPVT Standard Score of At Least 100

PALS

American Indian and white children age-eligible to attend kindergarten in fall 2010.

Figures 5-13, 5-14, and 5-15 show how the achievement gap between American Indian and white children age-eligible to attend kindergarten in fall 2010 changed from winter to spring 2010. Figure 5-12 shows that the difference between the percentage of these children scoring within or above the SDR on the Name Writing task remained at 12; likewise Cohen's d, the measure of effect size, remained at .25.

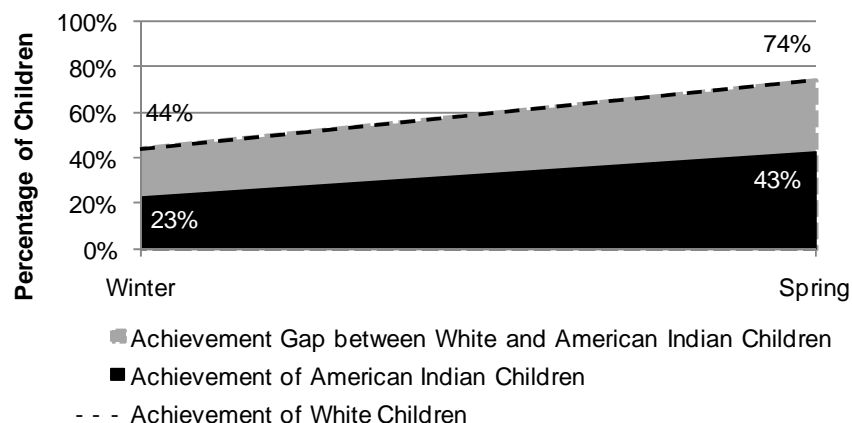
Figure 5-13



Percentage of American Indian and White Children with a PALS Name Writing Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2010)

Figure 5-14 shows that the difference between the percentage of American Indian and white children age-eligible to attend kindergarten in fall 2010 scoring within or above the SDR on the Upper-Case Alphabet Recognition task increased from 21 to 31; likewise Cohen's *d*, the measure of effect size, increased from .47 to .64.

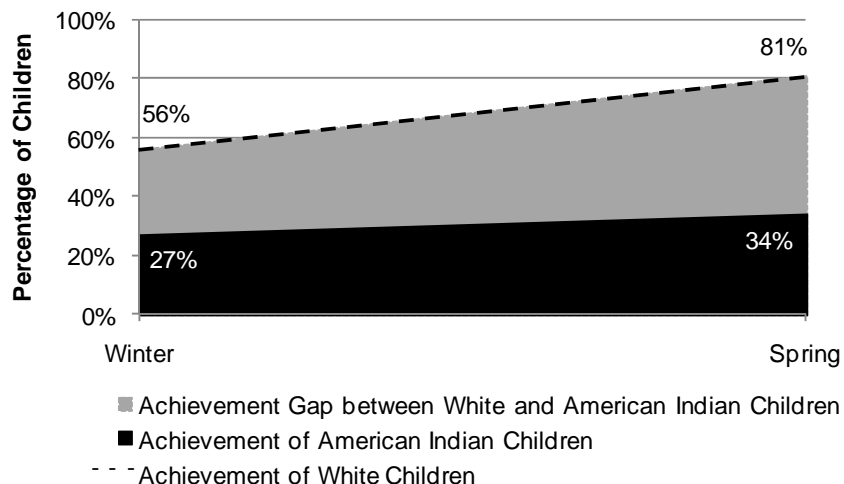
Figure 5-14



Percentage of American Indian and White Children with a PALS Upper-Case Alphabet Recognition Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2010)

Figure 5-15 shows that the difference between the percentage of American Indian and white children age-eligible to attend kindergarten in fall 2010 scoring within or above the SDR on the Letter Sounds task increased from 29 to 47; likewise Cohen's *d*, the measure of effect size, increased from .63 to 1.1 (from medium to large).

Figure 5-15

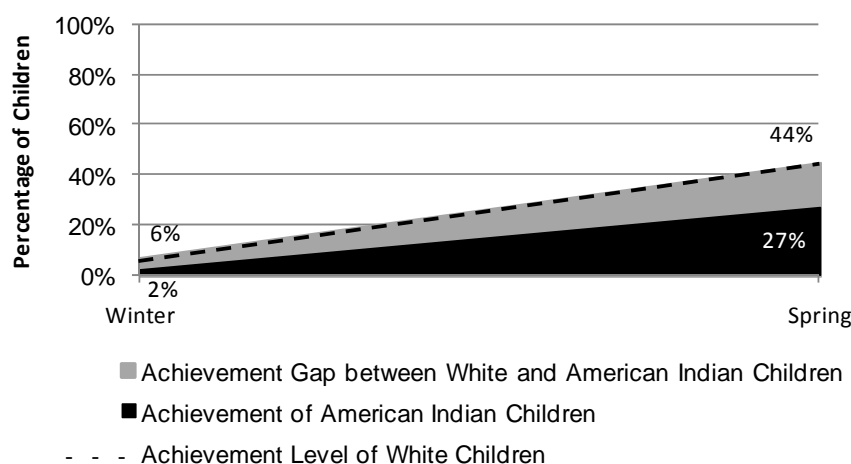


Percentage of American Indian and White Children with a PALS Letter Sounds Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2010)

American Indian and white children age-eligible to attend kindergarten in fall 2011.

Figures 5-16, 5-17, and 5-18 show how the achievement gap between American Indian and white children age-eligible to attend kindergarten in fall 2011 changed from winter to spring 2010. Figure 5-16 shows that the difference between the percentage of these children scoring within or above the SDR on the Name Writing task increased from 4 to 17; likewise Cohen's *d*, the measure of effect size, increased from .20 to .34.

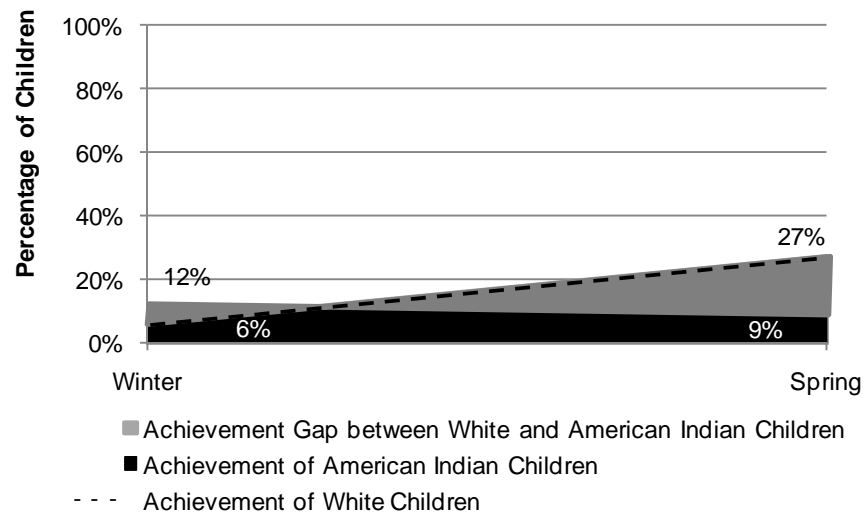
Figure 5-16



Percentage of American Indian and White Children with a PALS Name Writing Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2011)

Figure 5-17 shows that the difference between the percentage of American Indian and white children age-eligible to attend kindergarten in fall 2011 scoring within or above the SDR on the Upper-Case Alphabet Recognition task grew by 24 percentage points (from -6 in favor of the American Indian children to 18 in favor of the white children); likewise Cohen's *d*, the measure of effect size, increased from -.19 to .47.

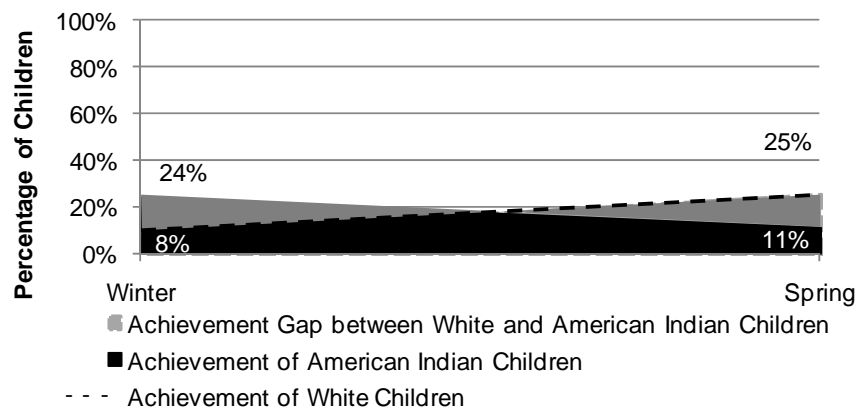
Figure 5-17



Percentage of American Indian and White Children with a PALS Upper-Case Alphabet Recognition Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2011)

Figure 5-18 shows that the difference between the percentage of American Indian and white children age-eligible to attend kindergarten in fall 2011 scoring within or above the SDR on the Letter Sounds task increased from -16 (in favor of the American Indian children) to 14 (in favor of the white children); likewise Cohen's d , the measure of effect size, increased from -.43 to .36.

Figure 5-18

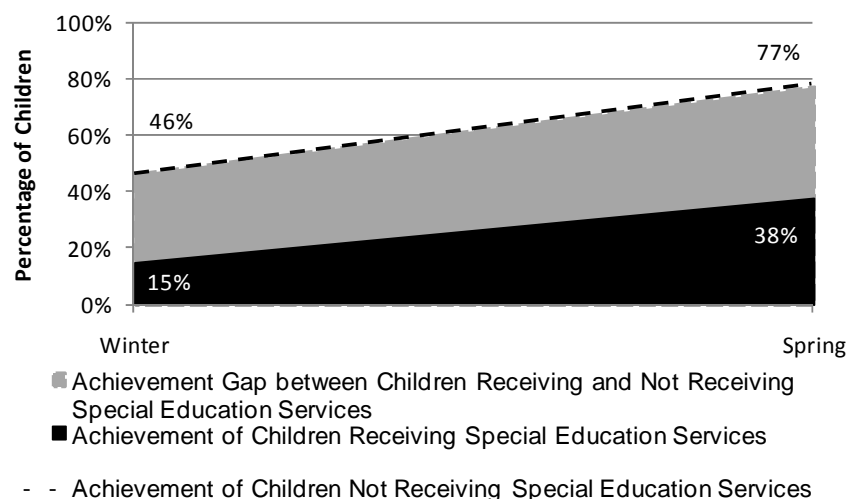


Percentage of American Indian and White Children with a PALS Letter Sounds Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2011)

Children receiving and not receiving special education services (and who are age-eligible to attend kindergarten in fall 2010).

Figures 5-19, 5-20, and 5-21 show how the achievement gap between children receiving special education services and those who are not (and who are age-eligible to attend kindergarten in fall 2010) changed from winter to spring 2010. Figure 5-19 shows that the difference between the percentage of these children scoring within or above the SDR on the Name Writing task increased from 31 to 39; likewise Cohen's *d*, the measure of effect size, increased from .71 to .85.

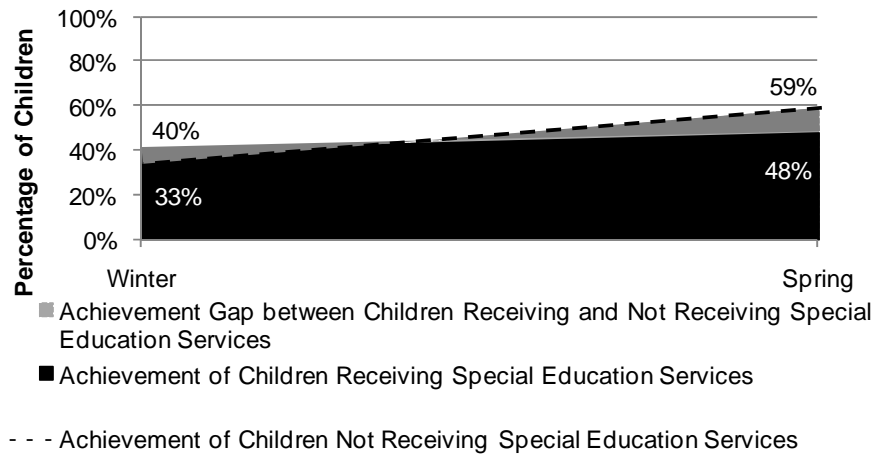
Figure 5-19



Percentage of Children Receiving and Not Receiving Special Education Services with a PALS Name Writing Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2010)

Figure 5-20 shows that the difference between the percentage of children receiving special education services and those who are not (and who are age-eligible to attend kindergarten in fall 2010) scoring within or above the SDR on the Upper-Case Alphabet Recognition task grew by 18 percentage points (from -7 in favor of the children receiving special education services) to 11 (in favor of children not receiving special education services); likewise Cohen's *d*, the measure of effect size, increased from -.19 to .47.

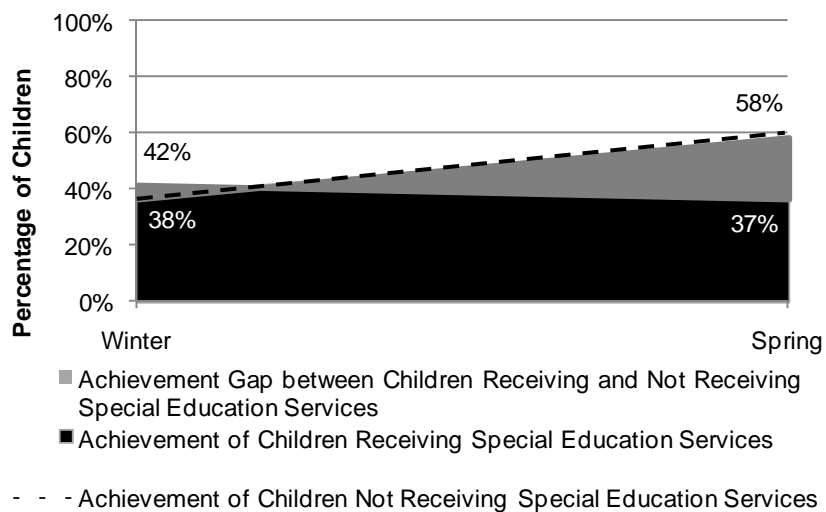
Figure 5-20



Percentage of Children Receiving and Not Receiving Special Education Services with a PALS Upper-Case Alphabet Recognition Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2010)

Figure 5-21 shows that the difference between the percentage of children receiving special education services and those who are not (and are age-eligible to attend kindergarten in fall 2010) scoring within or above the SDR on the Letter Sounds task increased from -4 (in favor of the children receiving special education services) to 21 (in favor of children not receiving special education services); likewise Cohen's *d*, the measure of effect size, increased from -.09 to .44.

Figure 5-21

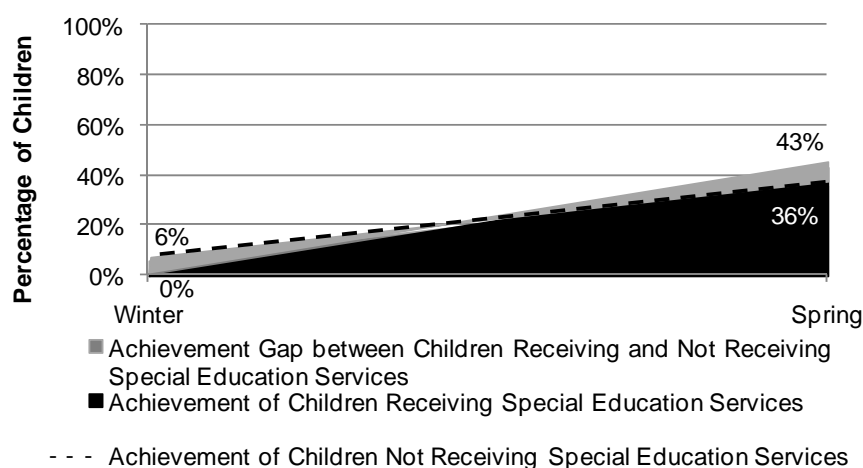


Percentage of Children Receiving and Not Receiving Special Education Services with a PALS Letter Sounds Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2010)

Children receiving and not receiving special education services (and who are age-eligible to attend kindergarten in fall 2011).

Figures 5-22, 5-23 and 5-24 show how the achievement gap between children receiving special education services and those who are not (and who are age-eligible to attend kindergarten in fall 2011) changed from winter to spring 2010. Figure 5-22 shows that the difference between the percentage of these children scoring within or above the SDR on the Name Writing task increased from -6 (in favor of children receiving special education services) to 7 (in favor of children not receiving special education services); likewise Cohen's d, the measure of effect size, went from .36 to -.14—indicating that the children not receiving special education services now had an achievement gap.

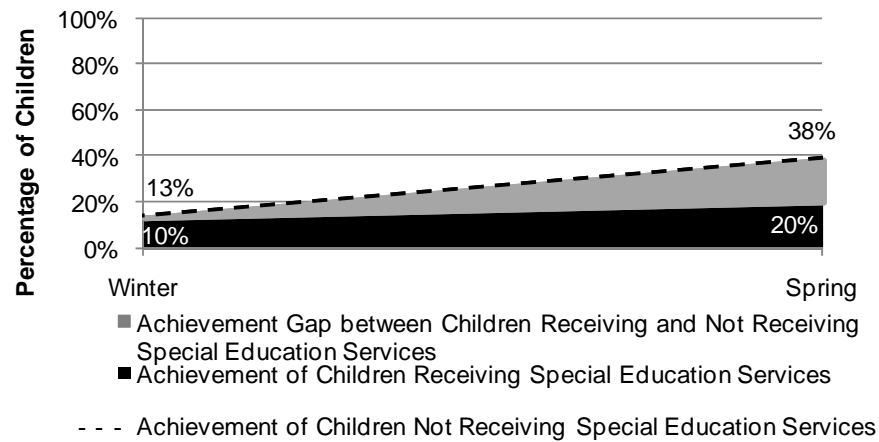
Figure 5-22



Percentage of Children Receiving and Not Receiving Special Education Services with a PALS Name Writing Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2011)

Figure 5-23 shows that the difference between the percentage of children receiving special education services and those who are not (and who are age-eligible to attend kindergarten in fall 2011) scoring within or above the SDR on the Upper-Case Alphabet Recognition task increased from -3 to -18 (in favor of children receiving special education services); likewise Cohen's d, the measure of effect size, increased from .08 to .38. In this case, the achievement gap between children receiving and not receiving increased, in favor of the children receiving special education services.

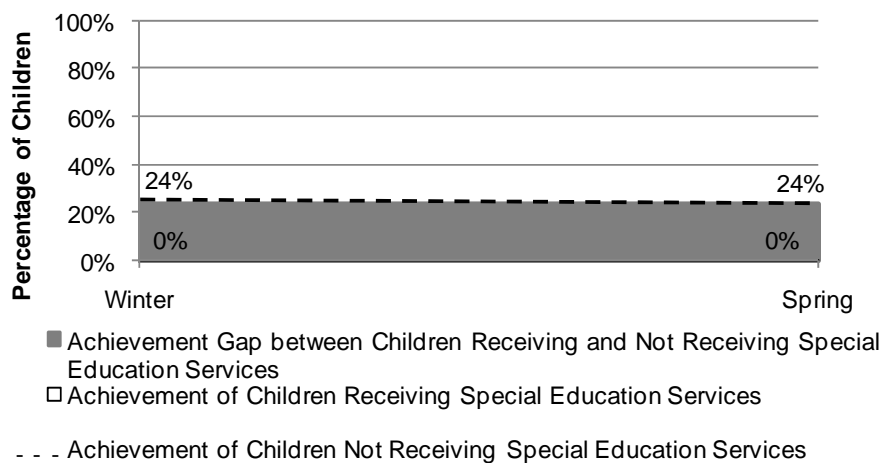
Figure 5-23



Percentage of Children Receiving and Not Receiving Special Education Services with a PALS Upper-Case Alphabet Recognition Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2011)

Figure 5-24 shows that the difference between the percentage of children receiving special education services and those who are not (and are age-eligible to attend kindergarten in fall 2011) scoring within or above the SDR on the Letter Sounds remained the same (24 points); likewise Cohen's *d*, the measure of effect size, remained the same (.79).

Figure 5-24



Percentage of Children Receiving and Not Receiving Special Education Services with a PALS Letter Sounds Score Within/Above the Spring Developmental Range (Children Age-Eligible to Attend Kindergarten in Fall 2011)

Table 5-3 summarizes results from the above analyses and shows that in a few cases the achievement gap was closed between American Indian and white children (using a standard score of at least 85 on the PPVT as average) and between children receiving special education services and those not receiving such services (using standard scores of at least 85 and 90 on the PPVT as average). The achievement gap between these two groups of children stayed the same or widened using the PALS Name Writing and Letter Sounds tasks. In the case of Upper-Case Alphabet Recognition task, the children receiving special education services were outperforming their peers in both winter and spring.

It is important to note that the Response to Intervention (RTI) program that should address differences in performance among children has not yet been implemented. This is scheduled for the 2010–2011 preschool year. When interviewed, the Project Director indicated that it was “too early” to tell if MTPEL was having success in closing these achievement gaps. However she added, “but we’re building effective teachers and in some centers that don’t have high needs kids, they are appearing to do better. We’re supporting centers in supporting teachers becoming more effective.”

Table 5-3
Summary of PPVT and PALS Achievement Gap Analyses

Assessment	Percentage Point Change in the Achievement Gap	
	American Indian and White Children	Children Receiving and Not Receiving Special Education Services
PPVT 85+	13 to 8 (closed)	30 to 29 (closed)
PPVT 90+	16 to 19 (widened)	28 to 24 (closed)
PPVT 100+	21 to 27 (widened)	21 to 30 (widened)
Children Age-Eligible to Attend Kindergarten in Fall 2010		
PALS Name Writing	12 to 12 (no change)	31 to 39 (widened)
PALS Upper-Case Alphabet Recognition	21 to 31 (widened)	-7 to 11 (widened)
PALS Letter Sounds	29 to 47 (widened)	-4 to 21 (widened)
Children Age-Eligible to Attend Kindergarten in Fall 2011		
PALS Name Writing	4 to 17 (widened)	-6 to 7 (widened)
PALS Upper-Case Alphabet Recognition	-6 to 18 (widened)	-3 to -18 (widened)*
PALS Letter Sounds	-16 to 14 (widened)	24 to 24 (no change)

* In both cases, children receiving special education services were outperforming their peers.

GPRA Data

As required for Early Reading First reporting, four Government Performance and Results Act (GPRA) performance measures were evaluated.

Performance Measure 1. Percentage of preschool-aged children participating in Early Reading First programs who achieve significant gains in oral language skills as measured by the PPVT-IV. Significant gain is defined as a standard score increase of 4 or more points.

Table 5-4
GPRA Performance Measure 1

Group	Total Number of Age-Eligible Children	Number of Children Tested	Number of Children Who Achieved Significant Gains in Oral Language Skills/ Number of Children Tested	%
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 6 months	0	--	--	--
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 5 months	192	162	73/162	45

Explanation of Progress

The PPVT was administered by the MTPPEL assessment team in winter and spring 2010. Of the 399 children who participated between January and May 2010, 318 were identified as participating for the entire five-month period as evidenced by having a winter and spring assessment score from any administered test. Of the 318 children who had both a winter and spring assessment score, 192 had birthdates reported which made them age-eligible to attend kindergarten in fall 2010; 162 had winter and spring PPVT assessment scores. Of these, 45 percent (n=73) achieved a significant gain on the PPVT.

The following data are similar results from children age-eligible to attend kindergarten in fall 2011 and for those identified as ELLs (i.e., Native Americans) and those eligible to receive special education services:

Table 5-4 (continued)
GPRA Performance Measure 1

Group	Total Number of Age-Eligible Children	Number of Children Tested	Number of Children Who Achieved Significant Gains in Oral Language Skills/ Number of Children Tested	%
Children Age-Eligible to Attend Kindergarten in Fall 2011 and who participated for at least 5 months	110	83	37/83	45
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 5 months and are ELLs	118	87	42/87	48
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 5 months and are eligible for special education services	29	21	11/21	52
Children Age-Eligible to Attend Kindergarten in Fall 2011 and who participated for at least 5 months and are ELLs	58	44	18/44	41
Children Age-Eligible to Attend Kindergarten in Fall 2011 and who participated for at least 5 months and are eligible to receive special education services	10	6	1/6	17

Performance Measure 2. Percentage of preschool-aged children participating in Early Reading First programs who demonstrate age-appropriate oral language skills as measured by the PPVT-IV. Age appropriate oral language skills is a standard score of 85 or above.

Table 5-5
GPRA Performance Measure 2

Group	Total Number of Age-Eligible Children	Number of Children Tested	Number of Children Who Achieved Demonstrate Age-Appropriate Oral Language Skills/Number of Children Tested	%
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 6 months	0	--	--	--
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 5 months	192	173	147/173	85

Explanation of Progress

The PPVT was administered by the MTPEL assessment team in winter and spring 2010. Of the 399 children who participated between January and May 2010, 318 were identified as participating for the entire five-month period as evidenced by having a winter and spring assessment score from any administered test. Of the 318 children who had both a winter and spring assessment score, 192 had birthdates reported which made them age-eligible to attend kindergarten in fall 2010; 173 had a spring PPVT assessment score. Of these, 85 percent (n=147) demonstrated age-appropriate oral language skills on the PPVT.

The following data are similar results from children age-eligible to attend kindergarten in fall 2011 and for those identified as ELLs (i.e., Native Americans) and eligible to receive special education services:

Table 5-5 (continued)
GPRA Performance Measure 2

Group	Total Number of Age-Eligible Children	Number of Children Tested	Number of Children Who Achieved Demonstrate Age-Appropriate Oral Language Skills/Number of Children Tested	%
Children Age-Eligible to Attend Kindergarten in Fall 2011 and who participated for at least 5 months	110	100	79/100	79
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 5 months and are ELLs	118	90	76/90	84
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 5 months and are eligible for special education services	29	25	13/25	52
Children Age-Eligible to Attend Kindergarten in Fall 2011 and who participated for at least 5 months and are ELLs	58	52	39/52	75
Children Age-Eligible to Attend Kindergarten in Fall 2011 and who participated for at least 5 months and are eligible to receive special education services	10	7	5/7	71

Performance Measure 3: Average number of letters that Early Reading First pre-school-aged children are able to identify, as measured by the Phonological Awareness Literacy Screening (PALS) Pre-K Upper-Case Alphabet Recognition subtask.

Table 5-6
GPRA Performance Measure 3

Group	Total Number of Age-Eligible Children	Number of Children Tested	Average Number of Letters Recognized	Number of Children Meeting Proficiency Target (19 or more letters)	Number of Children Meeting Proficiency Target/Number of Children Tested	%
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 6 months	0	--	--	--	--	--
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 5 months	192	170	14.5	77	77/170	45

Explanation of Progress:

In winter and spring 2010, MTPEL center coaches and/or teachers administered the PALS to the children in their classrooms. Of the 318 children who had both winter and spring assessment scores, 192 had birthdates reported which made them age-eligible to attend kindergarten in fall 2010; 170 had a spring PALS Upper-Case Alphabet Recognition score. These children, on average, recognized 14.5 upper-case alphabet letters; over two-fifths (45%, n=77) recognized 19 letters or more.

The following data are similar results from children age-eligible to attend kindergarten in fall 2011 and for those identified as ELLs (i.e., Native Americans) and eligible to receive special education services:

Table 5-6 (continued)
GPRA Performance Measure 3

Group	Total Number of Age-Eligible Children	Number of Children Tested	Average Number of Letters Recognized	Number of Children Meeting Proficiency Target (19 or more letters)	Number of Children Who Meet the Proficiency Target/Number of Children Tested	%
Children Age-Eligible to Attend Kindergarten in Fall 2011 and who participated for at least 5 months	110	93	8.0	17	17/93	18
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 5 months and are ELLs	118	86	11.4	28	28/86	33

Table 5-6 (continued)
GPRA Performance Measure 3

Group	Total Number of Age-Eligible Children	Number of Children Tested	Average Number of Letters Recognized	Number of Children Meeting Proficiency Target (19 or more letters)	Number of Children Who Meet the Proficiency Target/Number of Children Tested	%
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 5 months and are eligible for special education services	29	26	12.3	11	11/26	42
Children Age-Eligible to Attend Kindergarten in Fall 2011 and who participated for at least 5 months and are ELLs	58	45	5.1	3	3/45	7
Children Age-Eligible to Attend Kindergarten in Fall 2011 and who participated for at least 5 months and are eligible to receive special education services	10	8	11.0	3	3/8	38

Performance Measure 4: Cost per preschool-aged child participating in Early Reading First who achieves significant gains in oral language skills as measured by the PPVT-IV. Significant gain is defined as a standard score increase of 4 or more points.

Table 5-7
GPRA Performance Measure 4

Group	Total Number of Age-Eligible Children	Number of Children Tested	Total Number of ERF Children	Number of Children Achieving Significant Gains	Total Annual ERF Funds Spent in Reporting Period	Percent of Budget Spent on Children Tested	Amount Spent on Children Tested
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 6 months	0	--	--	--	\$2,114,377	--	--
Children Age-Eligible to Attend Kindergarten in Fall 2010 and who participated for at least 5 months	192	162	399	73	\$2,114,377	41	\$909,182

Explanation of Progress:

The PPVT was administered by the MTPEL assessment team in winter and spring 2010. Of the 399 children who participated between January and May 2010, 318 were identified as participating for the entire five-month period as evidenced by having a winter and spring assessment score from any administered test. Of the 318 children who had both a winter and spring assessment score, 192 had birthdates reported which made them age-eligible to attend kindergarten in fall 2010 and 162 had birthdates reported which made them age-eligible to attend kindergarten in fall 2010 and had both fall and spring PPVT assessment scores. Of the children who were age-eligible to attend kindergarten in fall 2010 and who had both a winter and spring PPVT score, 73 made a significant gain (an increase of at least four standard scores). Two-thirds (41%) of participating children were tested in the winter and spring with the PPVT, which totaled 909, 182 dollars of the projects total budget for the year.

Summary

According to analyses of PPVT, PALS, and TOPEL child assessment data, the majority of children age-eligible to attend kindergarten in fall 2010 were scoring in the average range in regard to receptive language (85%), expressive language (89%), phonological awareness (64%), print knowledge (67%), upper case letter recognition (57%), knowledge of letter sounds (55%) and name writing ability (71%). Finally, teachers reported that the majority of these children made moderate to substantial growth in the listening comprehension skills (75%).

Children age-eligible to attend kindergarten in fall 2011, had more variable progress. While the majority of these children were scoring in the average range in regard to receptive language (78%), expressive language (76%), print knowledge (62%), and phonological awareness (59%), fewer were doing so in regard to upper-case letter recognition (22%), knowledge of letter sounds (21%) and name-writing ability (36%). Finally, teachers reported that the majority of these children made moderate to substantial growth in the listening comprehension skills (62%).

During the first year of grant implementation, the RTI process intended to address the achievement gaps between American Indian, and white children and children receiving and not receiving special education services, was not implemented. However, achievement gap analyses indicate that the achievement gap in the percentage of American Indian and white children scoring in the average range on the PPVT was closed by five points (13% gap reduced to an 8% gap). These analyses also indicated that the achievement gap in the percentage of children receiving and not receiving special education services, scoring in the average range on the PPVT, was closed by four points (28% gap reduced to a 24% gap).

Considering all measures and groups (see Appendix B), children receiving special education services, American Indians, those attending Fort Belknap classrooms, and children who will be age-eligible to attend kindergarten in fall 2011 emerge with the greatest need in developing early reading skills.

CHAPTER SIX: DISCUSSION AND RECOMMENDATIONS

This last chapter pulls together data from the previous chapters, other data analyses, and additional data from telephone interviews with Montana Partnership for Early Literacy staff members and center coaches and discusses the extent to which MTPEL achieved its goals during the first year of implementation and how these goals will be addressed during the 2010–2011 preschool year. It should be noted that while training began in fall 2009 and continued thru summer 2010, classroom implementation occurred only during the five-month period from January thru May 2010. The chapter ends with a few recommendations for the consideration of MTPEL staff members.

Discussion

MTPEL used Early Reading First funding to support staffing, professional development/training, and materials.

The project brought five employees on board—a Project Director who oversees all aspects of the grant; two Early Reading First Specialists who provide professional development and technical assistance to all teachers, teacher assistants (TAs), coaches, and center directors both off- and on-site; a Data Coordinator who is responsible for overseeing the team that administers the child assessments and classroom observation protocols and returning the data to pertinent project personnel; and a Family Coordinator who is responsible for implementing the family literacy and kindergarten transition plans. Assisting these five staff members are hired consultants who also provide professional development and technical assistance.

During the first year of grant funding, the MTPEL staff members transitioned into the MTPEL team. Interview data indicate that the staff members went through three stages of team development—forming, storming, and norming. During this developmental process, communication systems were established and roles were solidified. It appears as though the team will begin the 2010–2011 year ready to perform (the fourth and final stage of team development).

In addition to the MTPEL staff members and consultants, six center coaches work with teachers and TAs in their classrooms and with their center director. They support staff members by providing coaching, modeling, and training on the new curriculums; ordering, organizing, and supplying curricular materials; administering, analyzing, and using assessment data; and meeting with staff members (individually and in groups) to share information, provide feedback, and review and plan lessons. Staff members at many sites also experienced the team development transition. Many center coaches and staff members struggled with their new roles and responsibilities, but center coaches reported that staff members are excited about starting the 2010–2011 preschool year with a half year of MTPEL implementation under their belts.

Finally, in addition to supporting staffing, professional development, and materials, MTPEL provided five sites, eight centers, and 22 classrooms additional funding—funding that supplemented what they received from the state budget—to enhance preschool programming for children. These enhancements intensified children’s learning by providing scientifically base reading research curriculums and extended day classrooms. These effectively increase the chances MTPEL preschoolers’ have to enter kindergarten—and first grade—ready to learn. This may be a crucial to these young children’s success in light of the fact that many Montana school districts do not provide full-day kindergarten.

MTPEL provided the professional development content it anticipated.

Beginning in fall 2009, and continuing through August 2010, MTPEL offered a variety of professional development opportunities to its teachers, TAs, coaches, center directors, and assessment team. These included training on the classroom observation protocols—*Early Language and Literacy Classroom Observation* (ELLCO) and *Classroom Assessment Scoring System* (CLASS), the child assessments—*Phonological Awareness Literacy Screening* (PALS), *Peabody Picture Vocabulary Test 4* (PPVT), and the *Test of Preschool Early Language* (TOPEL), and the curriculums—*Opening the World of Learning* (OWL) and *Language for Learning* (LFL). These topics, and others, were addressed off- and on-site. Overall, the content-area training MTPEL anticipated providing was provided.

In addition, the Montana Office of Public Instruction (OPI) team reached out and utilized three project partners. Theresa Beltkamp, an Indian Education Specialist with OPI, spoke with center directors and coaches about incorporating aspects of American Indian culture into the OWL cultural break units. In the summer, Jill Allor, Southern Methodist University, worked with the Family Coordinator on the development of the kindergarten transition plan. Finally, Frances Bessellieu, K-12 Side by Side Consulting, provided a variety of professional development to teachers, TAs, and center coaches and directors, both off- and on-site, and has been involved in the planning of professional development with MTPEL staff members.

MTPEL participants attended professional development that would allow them to attain the high levels of instructional proficiency required for children to effectively participate in elementary school and become proficient in reading.

Teachers, coaches, and center directors received a total of 200 hours of off-site professional development that included a winter and summer Institute. In addition, on-site professional development covering the same content, and that was provided through coaching from center coaches, Early Reading First Specialists, and hired consultants, was estimated to total 140 hours. In total, a significant amount of professional development was provided to teachers and center coaches and, to a lesser extent, center directors, TAs, and the MTPEL assessment team.

The professional development plan envisioned in the original proposal provided a year for dissemination. In reality, much of the professional development that was intended to be provided over the time period was condensed into five months. Furthermore much more on-site support was provided than anticipated as, originally, monthly on-site training was planned, but weekly on-site training was delivered. This on-site support from the Early Reading First Specialists, consultants, and center coaches amounted to a lot of support to center teachers. This bodes well for MTPEL, as research findings from Yoon, Duncan, Lee, Scarloss and Shapely (2007) found institutes, on-site follow-up, and at least 14 hours of professional development to be effective professional development strategies.

Finally, an area related to the delivery and receipt of professional development involves the use of technology. One of the challenges MTPEL is attempting to overcome is that of geography. The promise that technology provides allows MTPEL staff members and center staff members to come together—albeit in a virtual format—and participate in professional development without the hardship of travel or risk with inclement weather. Adobe Connect was used during the first year of implementation, and staff members are positive about the power that it can provide. However, it is important to note the impact

that in-person meetings had in the MTPEL team development process and to remember that while technology is a definite benefit, it should not take the place of valuable in-person meetings.

Families were not supported to assist their children to effectively participate in elementary school.

While a lot of support was provided to center staff members during the first year of grant implementation, the support envisioned in the grant for families was not provided. Taking into consideration the quantity of professional development that was provided, and that the Family Coordinator was not hired until late spring, it may have been wise to postpone implementation of this part of the grant until fall 2010. From interviews with MTPEL staff members it is obvious that progress is being made in this area. The Family Coordinator was meeting with Dr. Allor regarding the kindergarten transition plan and was gearing up to begin visiting area elementary schools in the fall. In addition to beginning to implement Countdown to Kindergarten, the Family Literacy and Culture toolkits were being designed, and all of the sites had been visited and interviews were conducted to ascertain the types of family and community involvement that was already occurring. This would allow MTPEL to build off of existing relationships and activities rather than supplant them, a key strategy for building buy-in and supporting sustainability. Finally, the family components of the grant were discussed at the May training and at the Summer Institute; so professional development in this area has already started to be provided.

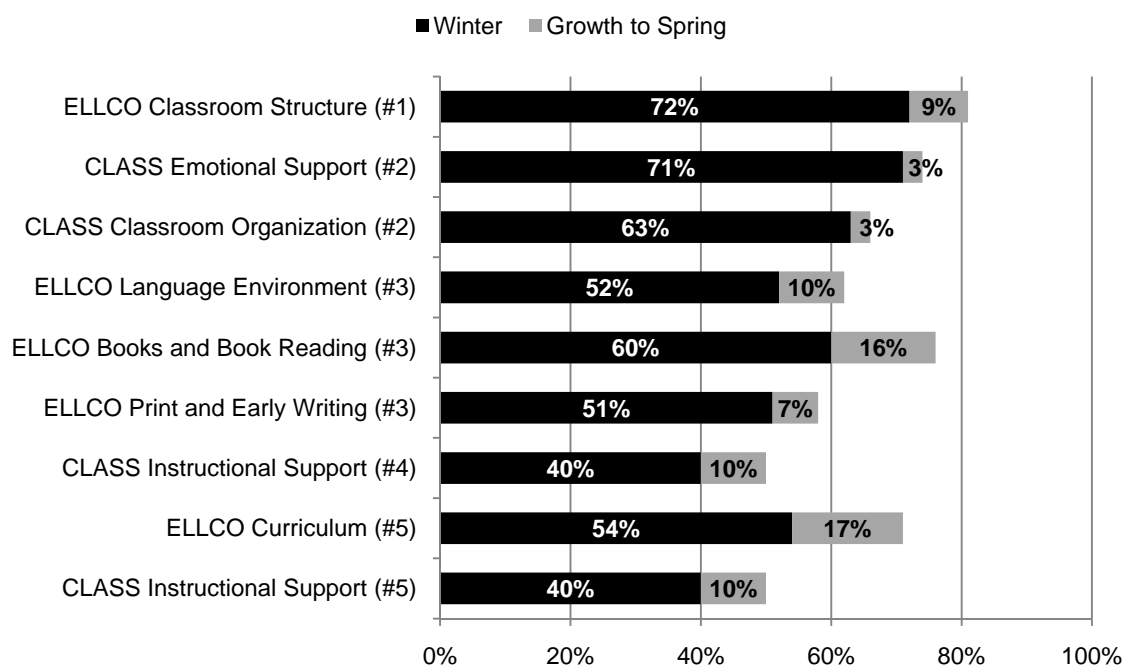
Teachers are on their way to achieving high levels of instructional proficiency with research-based practices, and classrooms are on their way to containing the materials (instructional, play) and spatial arrangements (e.g., centers) that will support the development of children's language and early literacy skills.

MTPEL is making progress helping participating teachers incorporate six standards of effective teaching practice into their teaching repertoire. Analyses of ELLCO and CLASS observation data (data used to evaluate growth in these areas) show that:

1. Teachers are establishing rich and engaging physical learning environments (ELLCO Classroom Structure).
2. Teachers are supporting children's abilities to attend to instruction, persist with difficult tasks, cooperate with peers and adults, and use language to solve problems (CLASS Emotional Support and Classroom Organization).
3. Teachers are supporting the development of young children's language and early literacy skills throughout the day, using intentional, playful, and engaging instruction (ELLCO Language Environment, Books and Book Reading, and Print and Early Writing).
4. Teachers are supporting the development of young children's higher order thinking skills, understanding of the world, and the way things work (CLASS Instructional Support).
5. Teachers are creating environments and differentiated instructional opportunities that meet the needs of diverse learners (ELLCO Curriculum and CLASS Instructional Support).

This progress is displayed in Figure 6-1, which shows the percentage of the total score for each measure obtained by the project in winter and from winter to spring. At least sixty percent of the possible scores were attained on six indicators, and at least 50 percent of the total scores were obtained on the remaining three.

Figure 6-1



Progress on Attaining Five Standards of Teacher Practice, Changes in ELLCO and CLASS Data

In addition to the growth displayed above, site-level analyses indicate that three sites have obtained at least 90 percent of the possible ELLCO points and three sites have obtained at least 75 percent of the total CLASS points.

- Teachers are beginning to use information and data from a variety of sources to understand children's instructional needs and to improve teaching and learning for young children. This standard was evaluated using interview data from center coaches. Interviewed coaches reported that while teachers did not receive a lot of professional development or resources for using data many have begun to do so. They are using data from assessments (PALS and PPVT) and from LFL. Some teachers are administering assessments and some are familiarizing themselves with data reports. Others are using assessment data to group children and inform their instruction.

Baseline data collected from the administration of the Teacher Knowledge Survey indicated that staff members are confident in their ability to support the preschool children in their classrooms and have a high enthusiasm for learning. However, they lack some of the knowledge and skills to teach them many of the prerequisites that will allow them to be successful in kindergarten and beyond. This is not overly surprising. One challenge that MTPEL sought to overcome was teacher quality in early childhood education and even though, going into the grant, staff members knew this would be a challenge, some were surprised at how much "back-filling" was needed before they could begin to address MTPEL content. In addition, from the beginning of the grant, Early Reading First specialists and consultants were providing differentiated professional development at the center level.

Still, center coaches reported that many teachers underwent a paradigm shift in the five months that they taught OWL and LFL. While some teachers might have been apprehensive about changes in their

planning and instruction, many overcame these fears, bought into the new programs, and seemed ready to start, full throttle this fall.

Teachers' instructional proficiencies are being applied both to children making satisfactory progress, and children for whom progress monitoring identifies the need for intervention in a Response to Intervention (RTI) process, to a limited extent.

During the first year of grant implementation, the RTI process intended to address this was not implemented. The RTI process is expected to be addressed during the 2010–2011 school year. However, during 2009–2010, Tier I instruction, the first Tier in the RTI process, was implemented as all children received instruction in the core curriculums. Because these two curriculums are being implemented projectwide, Early Reading First Specialists, consultants, and center coaches have the ability to develop depth, as opposed to breadth. This deep knowledge allows them to be better resources to the staff members with whom they work and to collaborate and share insights across the project. Finally, MTPEL staff members and center coaches are looking forward to the fall, when the pressure of squeezing a year's worth of professional development into five months is over and there is more time and opportunity to differentiate professional development with individual teachers, and fine tune their instruction.

However, interview and survey data indicated that teachers found LFL training more helpful than OWL training, and many coaches thought that teachers found more success implementing LFL than OWL. The Summer Institute provided professional development addressing both OWL and LFL, but it did not address the OWL Quality Indicators. Addressing this content with teachers and coaches will help to ensure that Tier I instruction is delivered with fidelity and will meet a requested need of coaches. In a similar vein, teachers requested additional training on developing oral language, alphabet knowledge, phonological awareness, print awareness and listening comprehension. It might be useful to call teachers', and coaches', attention to how OWL and LFL address, or fail to address, these early literacy skills. This will give them an understanding of how they are already developing them with the children in their classroom and provide an opportunity to identify gaps in the curriculum. Common program-wide means for addressing these gaps could be developed and implemented.

In regard to other aspects of RTI, the Summer Institute also introduced center staff members to the progress-monitoring assessments (Get It! Got It! Go! and Get Ready to Read) and provided a refresher on PALS and data notebooks. This was a necessary first step in getting the RTI program up and running. However, MTPEL staff members will also need continued training on interpreting and using those data to identify children for, and plan instruction in, Tier I, Tier II, and Tier III. While this was also addressed during the Summer Institute, MTPEL staff members will also have to continue developing their understanding of how to best differentiate, scaffold, and modify instruction to different groups of students, including those in and across these tiers (i.e., children of various development, ability, age, need, and home language). Training on working with specialists in the classroom, the dual discrepancy model, Exceed RTI, and the Tier II and III fidelity measures will also be necessary.

Finally, in particular regard to working with American Indian children (and other children having difficulty with their English language acquisition), implementation of the MTPEL English language acquisition plan will help MTPEL address this goal as well. To some extent this was introduced during the 2009–2010 preschool year. The implementation of *Opening the World of Learning* (OWL) and *Language for Learning* (LFL) provided English language learners (ELLs) small-group instruction and extensive and varied vocabulary and academic language instruction. Because the Early Reading Specialists' role included responsibilities originally intended for an English language acquisition (ELA) coordinator,

center staff members had access to their knowledge of this topic, which could have been shared, if necessary. In addition, following the recommendations of Gersten, Baker, Shanahan, Linan-Thompson, Collins, and Scarcella (2007), MTPEL staff members are providing early screening using PPVT, PALS, and TOPEL. As noted above, administration of the progress-monitoring assessments will begin in fall 2010. Finally, with the implementation of the RTI model and intensive interventions, training on *Structured English Immersion*, and family involvement activities during the 2010–2011, MTPEL should have the ELA program it envisioned in its grant.

Even without all of these pieces in place, the achievement gap analyses indicate that the achievement gap in the percentage of American Indian and white children scoring in the average range on the PPVT was closed by five points (13% gap reduced to an 8% gap) as was that in the percentage of children receiving and not receiving special education services scoring in the average range on the PPVT (28% gap reduced to a 24% gap).

Many participating children graduated with high achievement levels in language, phonological awareness, alphabet knowledge, print awareness, and classroom skills necessary to participate effectively in elementary school and to become proficient at reading.

According to analyses of PPVT, PALS, and TOPEL child assessment data, the majority of children age-eligible to attend kindergarten in fall 2010 were scoring in the average range in regard to receptive language (85%), expressive language (89%), phonological awareness (64%), print knowledge (67%), upper-case letter recognition (57%), knowledge of letter sounds (55%) and name writing ability (71%). Finally, teachers reported that the majority of these children made moderate to substantial growth in listening comprehension skills (75%).

Children age-eligible to attend kindergarten in fall 2011, had more variable progress. While the majority of these children were scoring in the average range in regard to receptive language (78%), expressive language (76%), print knowledge (62%), and phonological awareness (59%), fewer were doing so in regard to upper-case letter recognition (22%), knowledge of letter sounds (21%) and name writing ability (36%). Finally, teachers reported that the majority of these children made moderate to substantial growth in listening comprehension skills (62%).

While MTPEL will have work cut out for itself in terms of continuing to ensure that all children gain the skills necessary for success in kindergarten, it did overcome a related challenge in administering assessments. The Data Coordinator assembled, trained, and oversaw the work of the MTPEL Assessment Team. Not only did the Data Coordinator receive good feedback from the sites about their work, she realized that the amount of assessments that were administered by the assessment team could not possibly have been administered by coaches and teachers during the first year of implementation. Finally, every member of the assessment team returned to conduct fall baseline assessments, which attests to the quality of the work, its environment, and people.

While few challenges were cited in regard to the actual administration of assessments during this reporting period, analyses of data indicate that there may have been problems with the quality of the PALS data. It could be that the collection of the data during the summer of 2010 was problematic and correct data were not forwarded to the evaluator, or the administration of the PALS tasks might have not been consistent. There are several instances, especially in the case of children receiving special education services, where changes in scores from winter to spring are not credible. MTPEL might address this in

the spring by having the assessment team administer the PALS. In the meantime a refresher PALS training was provided at the Summer Institute.

Finally, after winning the grant and networking with other Early Reading First grant recipients, it came to the attention of MTPEL staff members that the number of different assessments that are being administered is inordinate. One goal they have for the second year of the grant is to streamline the assessments. Decisions in this regard will be made after getting an idea about what data actually help teachers drive their instruction and what assessments could realistically be administered at the sites after grant funding ends. Assessments that are more useful will likely be administered and used by coaches and teachers, and those geared towards the evaluation will be administered by the assessment team.

It is unknown if the children and families who participated in MTPEL in the 2009–2010 school year transitioned successfully into K-3 programs aligned with SBRR.

During the first year of grant implementation, the kindergarten transition plan and Countdown to Kindergarten were not addressed. They are expected to be addressed in 2010–2011. As noted above, the Family Coordinator has made progress in this area. The Family Coordinator was meeting with Dr. Allor regarding the kindergarten transition plan, was gearing up to begin visiting area elementary schools in the fall, and had gathered data regarding kindergarten transition activities that were already occurring at the centers.

Recommendations

Education Northwest offers the following recommendations for consideration:

1. Monitor the team development process at the state and site levels. At the state level, continue to have regular in-person MTPEL staff meetings; these meetings seemed to make the difference that allowed MTPEL staff members to form into a cohesive unit. The Early Reading First Specialists should also pay attention to team dynamics at the site, center, and classroom levels to ensure that roles and expectations are clear and different staff member needs are being met.
2. Continue to implement the various components of the grant that were addressed in during this reporting period, including Tier I instruction in OWL and LFL and the administration of child assessments including the PPVT, PALS, and TOPEL. Continue developing and establishing the remaining components of the program including the OWL Quality Indicators; Tier II and Tier III instruction, RTI, progress monitoring, and the ELA plan; the family involvement activities; and the kindergarten transition plan and Countdown to Kindergarten.
3. Review scoring of the ELLCO with the assessment team members administering it to ensure that classrooms scoring at the high ends of the tool as “exemplary” are fully described by that rating.
4. If the PALS tasks are administered in January 2011, the scores should be reviewed to make sure that they are consistent with the fall 2010 scores and teachers’ knowledge of what the children know. If scores do not appear to do so, an additional training on the PALS might be indicated.
5. Identify and rectify why fewer children took the PALS Letter Sounds task compared to the number taking the Name Writing and Upper-Case Alphabet Recognition tasks.
6. Ensure that children identified to receive special education services are reported as receiving special education services for purposes of the evaluation.

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APPENDICES

APPENDIX A

CLASS and ELLCO Results

Table A-1
Overall MTPEL CLASS Domain and Dimension Results (Winter 2010)

ALL MTPEL (N=20) Domains and Dimensions	Percentage of MTPEL Classrooms With CLASS Score							Mean (SD)	
	Low		Medium			High			
	1	2	3	4	5	6	7	MTPEL	NCEDL ¹
Emotional Support	0%	0%	0%	30%	40%	25%	5%	5.0 (0.8)	NA
Positive Climate	0%	0%	10%	25%	45%	15%	5%	4.7 (1.0)	4.8 (1.0)
Negative Climate	60%	10%	15%	15%	0%	0%	0%	1.8 (1.1)	1.3 (0.6)
Teacher Sensitivity	0%	0%	20%	25%	25%	25%	5%	4.5 (1.1)	4.2 (1.0)
Regard for Student Perspective	0%	0%	0%	35%	60%	5%	0%	4.5 (0.7)	4.1 (0.8)
Classroom Organization	0%	5%	15%	35%	25%	20%	0%	4.4 (1.1)	NA
Behavior Management	0%	5%	10%	30%	35%	15%	5%	4.5 (1.1)	4.5 (1.0)
Productivity	0%	5%	15%	5%	50%	20%	5%	4.7 (1.1)	4.0 (0.9)
Instructional Learning Formats	0%	15%	20%	25%	30%	10%	0%	4.0 (1.2)	3.4 (1.1)
Instructional Support	5%	40%	35%	10%	5%	5%	0%	2.8 (1.1)	NA
Concept Development	20%	45%	15%	5%	10%	5%	0%	2.5 (1.2)	1.7 (0.9)
Quality of Feedback	0%	25%	45%	15%	10%	5%	0%	3.0 (1.2)	1.6 (0.9)
Language Modeling	5%	30%	45%	10%	5%	5%	0%	2.9 (1.1)	2.7 (0.7)

¹ Results are from the National Center for Early Development and Learning (NCEDL) studies. For more information see: <http://www.fpg.unc.edu/~ncedl/pages/research.cfm>

Table A-2
Overall MTPEL CLASS Domain and Dimension Results (Spring 2010)

ALL MTPEL (N=22) Domains and Dimensions	Percentage of MTPEL Classrooms With CLASS Score							Mean (SD)	
	Low		Medium			High			
	1	2	3	4	5	6	7	MTPEL	NCEDL
Emotional Support	0%	0%	0%	32%	18%	50%	0%	5.1 (1.0)	NA
Positive Climate	0%	0%	18%	14%	14%	55%	0%	5.0 (1.2)	4.8 (1.0)
Negative Climate	91%	5%	0%	5%	0%	0%	0%	1.2 (0.6)	1.3 (0.6)
Teacher Sensitivity	0%	5%	18%	9%	23%	45%	0%	4.7 (1.3)	4.2 (1.0)
Regard for Student Perspective	0%	14%	23%	18%	18%	27%	0%	4.1 (1.4)	4.1 (0.8)
Classroom Organization	0%	18%	18%	9%	27%	27%	0%	4.2 (1.5)	NA
Behavior Management	5%	14%	14%	9%	18%	41%	0%	4.4 (1.7)	4.5 (1.0)
Productivity	0%	14%	23%	9%	27%	27%	0%	4.3 (1.5)	4.0 (1.0)
Instructional Learning Formats	0%	23%	14%	23%	14%	27%	0%	4.0 (1.5)	3.4 (1.2)
Instructional Support	14%	19%	29%	0%	19%	19%	0%	3.5 (1.6)	NA
Concept Development	14%	18%	23%	14%	14%	18%	0%	3.5 (1.7)	1.7 (0.9)
Quality of Feedback	10%	24%	19%	10%	14%	24%	0%	3.6 (1.7)	1.6 (0.9)
Language Modeling	24%	19%	14%	10%	19%	14%	0%	3.3 (1.8)	2.7 (0.7)

Table A-3
Overall MTEP CLASS Domain and Dimension Results, by Site (Winter 2010)

CLASS Domain and Dimension	Evergreen (N=2)			Fort Belknap (N=6)			Great Falls Head Start (N=8)			Great Falls Public (N=2)			Hardin (N=2)		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Emotional Support	0%	100%	0%	0%	100%	0%	0%	75%	25%	0%	0%	100%	0%	0%	100%
Positive Climate	0%	100%	0%	0%	100%	0%	0%	88%	12%	0%	0%	100%	0%	50%	50%
Negative Climate	100%	0%	0%	67%	33%	0%	50%	50%	0%	100%	0%	0%	100%	0%	0%
Teacher Sensitivity	0%	100%	0%	0%	83%	17%	0%	88%	12%	0%	0%	100%	0%	0%	100%
Regard for Student Perspective	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	50%	50%	0%	100%	0%
Classroom Organization	0%	100%	0%	17%	83%	0%	0%	88%	12%	0%	0%	100%	0%	50%	50%
Behavior Management	0%	100%	0%	17%	83%	0%	0%	88%	12%	0%	0%	100%	0%	50%	50%
Productivity	0%	50%	50%	17%	83%	0%	0%	100%	0%	0%	0%	100%	0%	50%	50%
Instructional Learning Formats	0%	100%	0%	50%	50%	0%	0%	100%	0%	0%	0%	100%	0%	100%	0%
Instructional Support	50%	50%	0%	83%	17%	0%	38%	62%	0%	0%	50%	50%	0%	100%	0%
Concept Development	100%	0%	0%	83%	17%	0%	75%	25%	0%	0%	50%	50%	0%	100%	0%
Quality of Feedback	0%	100%	0%	83%	17%	0%	0%	100%	0%	0%	50%	50%	0%	100%	0%
Language Modeling	50%	50%	0%	50%	50%	0%	38%	62%	0%	0%	50%	50%	0%	100%	0%

Table A-4
Overall MTPEL CLASS Domain and Dimension Results, by Site (Spring 2010)

CLASS Domain and Dimension	Evergreen (N=2)			Fort Belknap (N=7)			Great Falls Head Start (N=8)			Great Falls Public (N=3)			Hardin (N=2)		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Emotional Support	0%	100%	0%	0%	50%	50%	0%	50%	50%	0%	0%	100%	0%	0%	100%
Positive Climate	0%	86%	14%	0%	38%	63%	0%	38%	63%	0%	33%	67%	0%	0%	100%
Negative Climate	100%	0%	0%	88%	13%	0%	88%	13%	0%	100%	0%	0%	100%	0%	0%
Teacher Sensitivity	14%	86%	0%	0%	63%	38%	0%	63%	38%	0%	0%	100%	0%	0%	100%
Regard for Student Perspective	43%	57%	0%	0%	88%	13%	0%	88%	13%	0%	33%	67%	0%	0%	100%
Classroom Organization	43%	57%	0%	13%	88%	0%	13%	88%	0%	0%	33%	67%	0%	0%	100%
Behavior Management	57%	43%	0%	0%	63%	38%	0%	63%	38%	0%	33%	67%	0%	0%	100%
Productivity	29%	71%	0%	13%	75%	13%	13%	75%	13%	0%	33%	67%	0%	0%	100%
Instructional Learning Formats	43%	57%	0%	25%	75%	0%	25%	75%	0%	0%	33%	67%	0%	0%	100%
Instructional Support	71%	29%	0%	29%	71%	0%	29%	71%	0%	0%	100%	0%	0%	0%	100%
Concept Development	43%	57%	0%	50%	50%	0%	50%	50%	0%	0%	100%	0%	0%	0%	100%
Quality of Feedback	71%	29%	0%	29%	71%	0%	29%	71%	0%	0%	67%	33%	0%	0%	100%
Language Modeling	86%	14%	0%	43%	57%	0%	43%	57%	0%	0%	100%	0%	0%	0%	100%

Table A-5
Overall MTPEL ELLCO Section and Item Results (Winter 2010)

ALL MTPEL (N=21)	Percentage of MTPEL Classrooms With ELLCO Score				
	Deficient	Inadequate	Basic	Strong	Exemplary
	1	2	3	4	5
Classroom Structure					
Organization of the Classroom	0%	0%	33%	62%	5%
Contents of the Classroom	0%	19%	62%	19%	0%
Classroom Management	0%	14%	33%	38%	14%
Personnel	0%	0%	24%	33%	43%
Curriculum					
Approaches to Curriculum	19%	62%	14%	5%	0%
Opportunities for Child Choice and Initiative	0%	4%	47%	38%	10%
Recognizing Diversity in the Classroom	5%	52%	29%	14%	0%
The Language Environment					
Discourse Climate	0%	19%	57%	24%	0%
Opportunities for Extended Conversations	10%	10%	43%	38%	10%
Efforts to Build Vocabulary	24%	38%	29%	10%	0%
Phonological Awareness	48%	19%	24%	10%	0%
Books and Book Reading					
Organization of the Book Area	0%	29%	48%	24%	0%
Characteristics of Books	0%	19%	29%	33%	19%
Books for Learning	14%	38%	38%	10%	0%
Approaches to Book Reading	24%	5%	33%	24%	14%
Quality of Book Reading (with 0; 0=29%)	5%	5%	14%	33%	14%
Quality of Book Reading(without 0)	7%	7%	20%	47%	20%
Print and Early Writing					
Early Writing Environment	5%	62%	29%	5%	0%
Support for Children's Writing	19%	33%	38%	10%	0%
Environmental Print	29%	62%	5%	5%	0%

Table A-6
Overall MTPEL ELLCO Section and Item Results (Spring 2010)

ALL MTPEL (N=22)	Percentage of MTPEL Classrooms With ELLCO Score				
	Deficient	Inadequate	Basic	Strong	Exemplary
	1	2	3	4	5
Sections and Items					
Classroom Structure					
Organization of the Classroom	0%	5%	14%	14%	68%
Contents of the Classroom	0%	0%	27%	27%	45%
Classroom Management	9%	14%	18%	18%	41%
Personnel	0%	5%	27%	23%	45%
Curriculum					
Approaches to Curriculum	0%	14%	32%	23%	32%
Opportunities for Child Choice and Initiative	0%	14%	27%	27%	32%
Recognizing Diversity in the Classroom	5%	18%	32%	27%	18%
The Language Environment					
Discourse Climate	9%	18%	18%	18%	36%
Opportunities for Extended Conversations	23%	9%	23%	18%	27%
Efforts to Build Vocabulary	23%	18%	9%	14%	36%
Phonological Awareness	41%	5%	18%	23%	14%
Books and Book Reading					
Organization of the Book Area	0%	5%	14%	36%	45%
Characteristics of Books	0%	0%	18%	41%	41%
Books for Learning	9%	9%	23%	32%	27%
Approaches to Book Reading	18%	9%	14%	18%	41%
Quality of Book Reading (with 0; 0=9%)	14%	0%	14%	18%	45%
Quality of Book Reading(without 0)	15%	0%	15%	20%	50%
Print and Early Writing					
Early Writing Environment	9%	32%	18%	14%	27%
Support for Children's Writing	41%	14%	9%	9%	27%
Environmental Print	5%	18%	36%	18%	23%

Table A-7
Overall MTPEL ELLCO Section and Item Results, by Site (Winter 2010)

	Evergreen (N=2)			Fort Belknap (N=7)			Great Falls Head Start (N=8)			Great Falls Public (N=2)			Hardin (N=2)		
Scales	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic
Classroom Structure															
Organization of the Classroom	0%	50%	50%	0%	57%	43%	0%	13%	87%	0%	50%	50%	0%	0%	100%
Contents of the Classroom	50%	50%	0%	29%	71%	0%	13%	63%	25%	0%	50%	50%	0%	50%	50%
Classroom Management	0%	100%	0%	29%	43%	29%	13%	25%	62%	0%	0%	100%	0%	0%	100%
Personnel	0%	0%	100%	0%	29%	71%	0%	38%	62%	0%	0%	100%	0%	0%	100%
Curriculum															
Approaches to Curriculum	100%	0%	0%	86%	14%	0%	100%	0%	0%	0%	50%	50%	50%	50%	0%
Opportunities for Child Choice and Initiative	0%	100%	0%	14%	71%	15%	0%	25%	75%	0%	50%	50%	0%	0%	100%
Recognizing Diversity in the Classroom	50%	50%	0%	43%	29%	29%	100%	0%	0%	0%	50%	50%	0%	100%	0%
The Language Environment															
Discourse Climate	0%	50%	50%	29%	71%	0%	25%	75%	0%	0%	0%	100%	0%	0%	100%
Opportunities for Extended Conversations)	0%	100%	0%	43%	57%	0%	13%	37%	50%	0%	0%	100%	0%	0%	100%
Efforts to Build Vocabulary	0%	100%	0%	100%	0%	0%	75%	25%	0%	0%	50%	50%	0%	50%	50%
Phonological Awareness	100%	0%	0%	100%	0%	0%	50%	38%	12%	0%	50%	50%	50%	50%	0%

Table A-7 (continued)
Overall MTPEL ELLCO Section and Item Results, by Site (Winter 2010)

	Evergreen (N=2)			Fort Belknap (N=7)			Great Falls Head Start (N=8)			Great Falls Public (N=2)			Hardin (N=2)		
Scales	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic	Below Basic	Basic	Above Basic
Books and Book Reading															
Organization of the Book Area	0%	50%	50%	71%	29%	0%	13%	62%	25%	0%	0%	100%	0%	100%	0%
Characteristics of Books	0%	50%	50%	29%	29%	42%	25%	25%	50%	0%	0%	100%	0%	50%	50%
Books for Learning	0%	100%	0%	86%	14%	0%	25%	50%	25%	50%	50%	0%	100%	0%	0%
Approaches to Book Reading	0%	0%	100%	71%	29%	0%	13%	38%	50%	0%	0%	100%	0%	100%	0%
Quality of Book Reading (with "0")	0%	50%	50%	14%	14%	0%	25%	13%	62%	0%	0%	100%	0%	0%	100%
Quality of Book Reading (without "0")	0%	50%	50%	50%	50%	0%	25%	13%	62%	0%	0%	100%	0%	0%	100%
Print and Early Writing															
Early Writing Environment	100%	0%	0%	86%	14%	0%	50%	37%	13%	0%	100%	0%	100%	0%	0%
Support for Children's Writing	100%	0%	0%	43%	57%	0%	63%	25%	12%	0%	50%	50%	50%	50%	0%
Environmental Print	0%	100%	0%	43%	57%	0%	38%	63%	0%	0%	0%	100%	0%	100%	0%

Table A-8
Overall MTPPEL ELLCO Total, Subscale, and Section Scores, by Site (Winter 2010)

Subscale and Section (Range)	Mean (SD) - Percentage (%) of Possible Points				
	Evergreen (N=2)	Fort Belknap (N=7)	Great Falls Head Start (N=8)	Great Falls Public (N=2)	Hardin (N=2)
General Classroom Environment Subscale (7-35)	21.0 (.0) 60%	20.6 (1.9) 59%	22.6 (3.3) 65%	26.5 (2.1) 76%	26.5 (.7) 76%
Classroom Structure (4-20)	13.5 (.7) 68%	12.9 (1..7) 64%	15.0 (2.4) 75%	16.0 (1.4) 80%	17.0 (.0) 85%
Curriculum (3-15)	7.50 (.7) 50%	7.7 (1.3) 51%	7.6 (1.1) 51%	10.5 (.7) 70%	9.5 (.7) 63%
Language and Literacy Subscale (12-6)	35.0 (.0) 58%	24.3 (4.8) 40%	34.6 (7.3) 58%	45.5 (2.1) 76%	36.5 (.7) 61%
The Language Environment (4-20)	11.0 (.0) 55%	7.7 (2.0) 39%	10.5 (2.1) 53%	15.0 (.0) 75%	13.5 (2.1) 68%
Books and Book Reading (5-25)	17.5 (.7) 70%	9.6 (2.5) 38%	16.6 (4.8) 67%	19.5 (.7) 78%	15.5 (.7) 62%
Print and Early Writing (3-15)	6.5 (.7) 43%	7.0 (1.4) 47%	7.5 (1.5) 50%	11.0 (1.4) 73%	7.5 (.7) 50%
ELLCO Total (20.0)	56.0 (.0) 59%	44.9 (6.2) 47%	57.3 (10.5) 60%	72.0 (4.2) 76%	63.0 (1.4) 66%

Table A-9
Overall MTPEL ELLCO Section and Dimension Results, by Site (Spring 2010)

ELLCO Section and Dimension	Evergreen (N=2)			Fort Belknap (N=7)			Great Falls Head Start (N=8)			Great Falls Public (N=3)			Hardin (N=2)		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Classroom Structure															
Organization of the Classroom	0%	0%	100%	14%	43%	43%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Contents of the Classroom	0%	0%	100%	0%	86%	14%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Classroom Management	0%	0%	100%	57%	43%	0%	13%	13%	75%	0%	0%	100%	0%	0%	100%
Personnel	0%	0%	100%	0%	71%	29%	13%	13%	75%	0%	0%	100%	0%	0%	100%
Curriculum															
Approaches to Curriculum	0%	0%	100%	43%	57%	0%	0%	38%	63%	0%	0%	100%	0%	0%	100%
Opportunities for Child Choice and Initiative	0%	0%	100%	43%	43%	14%	0%	38%	63%	0%	0%	100%	0%	0%	100%
Recognizing Diversity in the Classroom	0%	0%	100%	43%	57%	0%	25%	38%	38%	0%	0%	100%	0%	0%	100%
The Language Environment															
Discourse Climate	0%	0%	100%	43%	43%	14%	38%	13%	50%	0%	0%	100%	0%	0%	100%
Opportunities for Extended conversations	0%	0%	100%	57%	43%	0%	38%	25%	38%	0%	0%	100%	0%	0%	100%
Efforts to Build Vocabulary	0%	0%	100%	71%	14%	14%	50%	13%	38%	0%	0%	100%	0%	0%	100%
Phonological Awareness	0%	100%	0%	86%	14%	0%	50%	13%	38%	0%	0%	100%	0%	0%	100%

Table A-9 (continued)
Overall MTEP ELLCO Section and Dimension Results, by Site (Spring 2010)

ELLCO Section and Dimension	Evergreen (N=2)			Fort Belknap (N=7)			Great Falls Head Start (N=8)			Great Falls Public (N=3)			Hardin (N=2)		
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Books and Book Reading															
Organization of the Book Area	0%	0%	100%	14%	43%	43%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Characteristic of Books	0%	0%	100%	0%	57%	43%	0%	0%	100%	0%	0%	100%	0%	0%	100%
Books for Learning	0%	0%	100%	57%	29%	14%	0%	38%	63%	0%	0%	100%	0%	0%	100%
Approaches to Book Reading	0%	0%	100%	57%	29%	14%	25%	13%	63%	0%	0%	100%	0%	0%	100%
Quality of Book Reading	0%	0%	100%	43%	43%	14%	0%	0%	75%	0%	0%	100%	0%	0%	100%
Print and Early Writing															
Early Writing Environment	0%	0%	100%	86%	14%	0%	38%	38%	25%	0%	0%	100%	0%	0%	100%
Support for Children's Writing	0%	0%	100%	86%	14%	0%	75%	13%	13%	0%	0%	100%	0%	0%	100%
Environmental Print	0%	0%	100%	57%	43%	0%	13%	63%	25%	0%	0%	100%	0%	0%	100%

Table A-10
Overall MTPEL ELLCO Total, Subscale, and Section Scores, by Site (Spring 2010)

Subscale and Section (Range)	Mean (SD) - Percentage (%) of Possible Points				
	Evergreen (N=2)	Fort Belknap (N=7)	Great Falls Head Start (N=8)	Great Falls Public (N=3)	Hardin (N=2)
General Classroom Environment Subscale (7-4)	34.0 (0.0) 97%	19.7 (3.4) 56%	27.8 (2.8) 79%	35.0 (0.0) 100%	33.5 (2.1) 96%
Classroom Structure (4-20)	20.0 (0.0) 100%	12 (2.2) 60%	17.1 (1.2) 86%	20.0 (0.0) 100%	20.0 (0.0) 100%
Curriculum (3-15)	14.0 (0.0) 93%	7.7 (1.5) 51%	10.6 (1.8) 71%	15.0 (0.0) 100%	13.5 (2.1) 90%
Language and Literacy Subscale (12-6)	58.0 (0.0) 97%	26.4 (8.6) 44%	38.3 (8.7) 64%	55.0(8.7) 92%	53.0 (0.0) 88%
The Language Environment (4-20)	18.0 (0.0) 90%	7.3 (3.5) 36%	11.6 (3.9) 58%	20.0 (0.0) 100%	18.5 (0.7) 93%
Books and Book Reading (5-25)	25.0 (0.0) 100%	13.6 (4.1) 54%	19.6 (3.8) 79%	25.0 (0.0) 100%	22.0 (0.0) 88%
Print and Early Writing (3-15)	15.0 (0.0) 100%	5.6 (1.9) 37%	8 (2.9) 53%	15.0 (0.0) 100%	12.5 (0.7) 83%
ELLCO Total (20.0)	92.0 (0.0) 97%	46.1 (11.7) 49%	66 (10.5) 69%	90.0 (8.7) 95%	86.5 (2.1) 91%

APPENDIX B

Child Assessment Results

Table B-1. Percentage of Children with Standard Scores of 85+, 90+, and 100+ on the PPVT Overall and by Group, Winter and Spring 2010

Group	N	Percentage of MTPEL Children Obtaining a PPVT Standard Score of:					
		85+		90+		100+	
		Winter	Spring (p*)	Winter	Spring (p)	Winter	Spring (p)
All MTPEL Children	251	81%	82% (.66)	68%	71% (.35)	37%	44% (.02)
Female	122	82%	84% (.66)	67%	75% (.08)	37%	43% (.23)
Male	129	80%	81% (1.0)	69%	67% (.86)	36%	45% (.05)
Kindergarten Fall 2010	162	80%	85% (.19)	69%	73% (.23)	41%	49% (.06)
Kindergarten Fall 2011	83	83%	78% (.45)	67%	67% (1.0)	30%	39% (.17)
American Indian	134	74%	79% (.30)	61%	63% (.74)	28%	32% (.39)
White	92	87%	87% (1.0)	77%	82% (.42)	49%	59% (.09)
Other	25	96%	84% (.25)	72%	76% (1.0)	40%	56% (.13)
Does Not Receive Services	223	84%	86% (.75)	71%	74% (.47)	39%	48% (.02)
Receives Services	28	54%	57% (1.0)	43%	50% (.73)	18%	18% (1.0)
Evergreen	19	79%	89% (.50)	74%	79% (1.0)	47%	53% (1.0)
Fort Belknap	72	69%	74% (.69)	57%	57% (1.0)	29%	29% (1.0)
Great Falls Head Start	119	88%	87% (1.0)	76%	80% (.41)	44%	54% (.04)
Great Falls Public	16	88%	94% (1.0)	81%	75% (1.0)	38%	63% (.13)
Hardin	25	76%	72% (1.0)	52%	64% (.38)	16%	24% (.63)

* McNemar Test

Table B-2. Mean PPVT Standard Scores, Overall and by Group, Winter and Spring 2010

Group	N	Mean (SD)		Change	T-Test p
		Winter	Spring		
All MTPEL Children	251	95.3 (12.7)	96.0 (13.0)	+0.7	.36
Female	122	95.7 (12.8)	96.7 (12.4)	+1.0	.31
Male	129	95.0 (12.7)	95.2 (13.4)	+0.2	.81
Kindergarten Fall 2010	162	95.6 (12.8)	97.0 (12.4)	+1.4	.07
Kindergarten Fall 2011	83	95.0 (12.9)	94.2 (14.1)	-0.7	.60
American Indian	134	92.6 (11.3)	93.0 (12.6)	+0.3	.76
White	92	98.4 (13.6)	99.6 (12.4)	+1.2	.24
Other	25	98.4 (13.8)	98.6 (13.2)	+0.2	.92
Does Not Receive Services	223	96.3 (12.0)	97.0 (12.1)	+0.7	.32
Receives Services	28	87.6 (15.4)	87.5 (16.1)	-0.1	.95
Evergreen	19	98.5 (17.3)	100.3 (13.8)	+1.8	.54
Fort Belknap	72	92.2 (11.6)	91.8 (13.1)	-0.4	.83
Great Falls Head Start	119	97.6 (12.9)	98.4 (12.4)	+0.8	.32
Great Falls Public	16	96.0 (8.0)	98.7 (13.6)	+2.8	.28
Hardin	25	90.9 (11.3)	91.1 (10.3)	+0.2	.88

Table B-3. Mean PALS Name Writing Scores, Overall and by Group, Winter and Spring 2010

Group	Age Eligible for Kindergarten Fall 2010					Age Eligible for Kindergarten Fall 2011				
	N	Mean (SD)		Change	T-Test <i>p</i>	N	Mean (SD)		Change	T-Test <i>p</i>
		Winter	Spring				Winter	Spring		
All MTPEL Children	168	4.2 (2.0)	5.4 (1.8)	+1.2	.00	88	1.9 (1.7)	3.5 (2.2)	+2.6	.00
Female	82	4.6 (1.9)	5.7 (1.6)	+1.1	.00	42	2.1 (1.7)	4.4 (1.9)	+2.3	.00
Male	86	3.8 (2.0)	5.2 (2.0)	+1.4	.00	46	1.7 (1.7)	2.7 (2.2)	+1.0	.00
American Indian	84	3.9 (2.0)	5.4 (1.7)	+1.5	.00	44	1.6 (1.6)	3.0 (2.2)	+1.4	.00
White	73	4.6 (2.0)	5.4 (1.9)	+0.8	.00	32	2.2 (1.6)	4.0 (2.1)	+1.8	.00
Other	11	3.9 (1.6)	5.7 (2.0)	+1.8	.01	12	2.3 (2.5)	3.8 (2.5)	+1.5	.01
Does Not Receive Services	142	4.4 (1.9)	5.8 (1.4)	+1.4	.00	81	2.0 (1.7)	3.5 (2.2)	+1.5	.00
Receives Services	26	2.9 (2.0)	3.7 (2.6)	+0.8	.05	7	1.7 (1.6)	3.1 (2.5)	+1.4	.05
Evergreen	16	3.6 (2.0)	5.3 (2.3)	+1.7	.01	2	4.0 (0.0)	6.5 (0.7)	+2.5	.13
Fort Belknap	37	3.2 (2.0)	5.1 (1.5)	+1.9	.00	27	1.2 (1.5)	2.7 (2.4)	+1.5	.00
Great Falls Head Start	79	4.8 (1.8)	5.8 (1.6)	+1.0	.00	43	2.4 (1.7)	3.7 (2.1)	+1.3	.00
Great Falls Public	18	4.3 (1.8)	5.4 (1.9)	+1.1	.01	10	1.5 (1.9)	3.5 (1.7)	+2.0	.01
Hardin	18	3.9 (2.2)	4.8 (2.4)	+0.9	.05	6	2.0 (1.7)	3.8 (2.8)	+1.8	.06

Table B-4. Percentage of Children in Spring Development Range, PALS Name Writing Task, by Age

Group	Children Age Eligible to Attend Kindergarten in Fall 2010			Children Age Eligible to Attend Kindergarten in Fall 2011		
	N	Winter	Spring (<i>p</i> *)	N	Winter	Spring (<i>p</i> *)
All MTPEL Children	168	42%	71% (.00)	88	6%	36% (.00)
Female	82	51%	74% (.00)	42	5%	50% (.00)
Male	86	33%	69% (.00)	46	7%	24% (.01)
American Indian	84	36%	66% (.00)	44	2%	27% (.00)
White	73	48%	77% (.00)	32	6%	44% (.00)
Other	11	46%	82% (.13)	12	17%	50% (.13)
Does Not Receive Services	142	47%	78% (.00)	81	6%	36% (.00)
Receives Services	26	15%	39% (.07)	7	0%	43% (.25)
Evergreen	16	25%	75% (.01)	2	0%	100% (.50)
Fort Belknap	37	24%	57% (.00)	27	0%	26% (.02)
Great Falls Head Start	79	54%	79% (.00)	43	7%	40% (.00)
Great Falls Public	18	39%	72% (.07)	10	10%	30% (.63)
Hardin	18	39%	67% (.06)	6	17%	50% (.50)

* McNemar Test

Table B-5. Mean PALS Upper-Case Alphabet Recognition Scores, Overall and by Group, Winter and Spring 2010

Group	Age Eligible for Kindergarten Fall 2010					Age Eligible for Kindergarten Fall 2011				
	N	Mean (SD)		Change	T-Test <i>p</i>	N	Mean (SD)		Change	T-Test <i>p</i>
		Winter	Spring				Winter	Spring		
All MTPEL Children	166	9.4 (9.3)	14.6 (9.9)	+5.2	.00	88	3.9 (5.4)	7.3 (8.3)	+3.4	.00
Female	80	10.0 (9.2)	15.3 (9.6)	+5.3	.00	41	4.2 (5.2)	8.0 (8.1)	+3.8	.00
Male	86	8.8 (9.3)	14.0 (10.3)	+5.2	.00	47	3.6 (5.6)	6.7 (8.5)	+3.1	.00
American Indian	83	7.3 (8.6)	11.5 (9.9)	+4.2	.00	43	4.0 (5.3)	4.7 (5.8)	+0.7	.39
White	72	11.4 (9.6)	18.0 (8.9)	+6.6	.00	33	3.0 (5.3)	8.6 (8.8)	+5.6	.00
Other	11	12.0 (8.7)	16.3 (9.9)	+4.3	.00	12	5.7 (5.9)	13.2 (10.9)	+7.5	.00
Does Not Receive Services	141	9.3 (9.0)	15.0 (9.5)	+5.7	.00	80	3.7 (5.2)	6.7 (7.9)	+3.0	.00
Receives Services	25	10.1 (10.8)	12.4 (11.9)	+2.3	.07	8	5.4 (7.1)	11.0 (11.6)	+5.6	.12
Evergreen	15	8.5 (9.9)	17.5 (9.8)	+9.0	.00	3	1.3 (0.6)	17.0 (7.2)	+15.7	.06
Fort Belknap	36	4.8 (5.0)	7.6 (8.0)	+2.8	.00	25	5.0 (5.4)	4.1 (5.6)	-0.9	.41
Great Falls Head Start	79	12.2 (10.0)	16.6 (9.6)	+4.4	.00	43	2.9 (4.1)	8.6 (8.6)	+5.7	.00
Great Falls Public	18	7.8 (8.2)	18.2 (8.6)	+10.4	.00	10	3.4 (4.6)	6.0 (7.7)	+2.6	.06
Hardin	18	8.6 (9.1)	14.2 (10.3)	+5.6	.00	7	7.1 (11.3)	9.1 (11.3)	+2.0	.20

Table B-6. Percentage of Children in Spring Development Range, PALS Upper-Case Alphabet Recognition Task, by Age

Group	Children Age Eligible to Attend Kindergarten in Fall 2010			Children Age Eligible to Attend Kindergarten in Fall 2011		
	N	Winter	Spring (<i>p</i> *)	N	Winter	Spring (<i>p</i> *)
All MTPEL Children	166	34%	57% (.00)	88	10%	22% (.02)
Female	80	39%	61% (.00)	41	10%	22% (.13)
Male	86	30%	54% (.00)	47	11%	21% (.18)
American Indian	83	23%	43% (.00)	43	12%	9% (1.0)
White	72	44%	74% (.00)	33	6%	27% (.02)
Other	11	55%	55% (1.0)	12	17%	50% (.13)
Does Not Receive Services	141	33%	59% (.00)	80	10%	20% (.06)
Receives Services	25	40%	48% (.50)	8	13%	38% (.50)
Evergreen	15	33%	67% (.06)	3	0%	67% (.50)
Fort Belknap	36	8%	31% (.01)	25	16%	8% (.63)
Great Falls Head Start	79	51%	65% (.00)	43	5%	26% (.00)
Great Falls Public	18	17%	72% (.00)	10	10%	10% (1.0)
Hardin	18	33%	56% (.13)	7	29%	43% (1.0)

* McNemar Test

Table B-7. Mean PALS Letter Sounds Scores, Overall and by Group, Winter and Spring 2010

Group	Age Eligible for Kindergarten Fall 2010					Age Eligible for Kindergarten Fall 2011				
	N	Mean (SD)		Change	T-Test <i>p</i>	N	Mean (SD)		Change	T-Test <i>p</i>
		Winter	Spring				Winter	Spring		
All MTPEL Children	120	5.0 (6.6)	7.7 (8.0)	+2.7	.00	56	2.8 (4.9)	2.8 (5.5)	+0.0	.94
Female	64	5.0 (6.1)	7.9 (8.0)	+2.9	.00	29	2.2 (3.8)	3.1 (5.1)	+0.9	.21
Male	56	5.0 (7.2)	7.5 (8.1)	+2.5	.00	27	3.4 (5.9)	2.5 (6.0)	-0.9	.51
American Indian	64	3.2 (5.7)	4.2 (6.3)	+1.0	.07	37	3.1 (5.3)	1.3 (3.4)	-1.8	.04
White	48	7.8 (7.3)	12.5 (8.0)	+4.7	.00	12	1.8 (4.3)	4.0 (7.0)	+2.2	.05
Other	8	2.6 (2.6)	7.0 (6.2)	+4.4	.02	7	3.0 (4.2)	9.0 (7.4)	+6.0	.01
Does Not Receive Services	101	4.8 (6.3)	7.8 (7.7)	+3.0	.00	50	3.1 (5.1)	3.1 (5.7)	+0.0	.92
Receives Services	19	6.1 (8.4)	7.2 (9.6)	+1.1	.27	6	0.5 (0.8)	0.3 (0.8)	-0.2	.36
Evergreen	4	14.0 (8.3)	19.0 (3.5)	+5.0	.17	0	--	--	--	--
Fort Belknap	34	2.1 (4.7)	2.4 (4.2)	+0.3	.74	26	4.2 (6.0)	1.4 (4.0)	-2.8	.02
Great Falls Head Start	61	7.0 (6.7)	11.2 (7.8)	+4.2	.00	23	1.3 (2.6)	4.0 (5.8)	+2.7	.02
Great Falls Public	3	11.0 (9.6)	9.0 (8.2)	-2.0	.58	0	--	--	--	--
Hardin	18	0.7 (2.6)	2.9 (5.9)	+2.2	.04	7	2.4 (5.6)	4.3 (8.4)	+1.9	.16

Table B-8. Percentage of Children in Spring Development Range, PALS Letter Sounds Task, by Age

Group	Children Age Eligible to Attend Kindergarten in Fall 2010			Children Age Eligible to Attend Kindergarten in Fall 2011		
	N	Winter	Spring (<i>p</i> *)	N	Winter	Spring (<i>p</i> *)
All MTPEL Children	120	38%	55% (.00)	56	21%	21% (1.0)
Female	64	41%	56% (.00)	29	21%	28% (.69)
Male	56	36%	54% (.00)	27	22%	15% (.69)
American Indian	64	27%	34% (.13)	39	24%	11% (.13)
White	48	56%	81% (.00)	12	8%	25% (.50)
Other	8	25%	63% (.25)	7	29%	71% (.25)
Does Not Receive Services	101	38%	58% (.00)	50	24%	24% (1.0)
Receives Services	19	42%	37% (1.0)	6	0%	0% (na)
Evergreen	4	75%	100% (1.0)	0	--	--
Fort Belknap	34	21%	29% (.38)	26	35%	12% (.03)
Great Falls Head Start	61	53%	75% (.00)	23	9%	30% (.06)
Great Falls Public	3	100%	67% (1.0)	0	--	--
Hardin	18	6%	22% (.25)	7	14%	29% (1.0)

* McNemar Test

Table B-9. Percentage of Children with Standard Scores of 85+, 90+, and 100+ on the TOPEL Print Knowledge (PK), Definitional Vocabulary (DV), Phonological Awareness (PA), and Early Literacy Index (ELI), Overall and by Group, Spring 2010

Group	N	Percentage at 85+				Percentage at 90+				Percentage at 100+			
		PK	DV	PA	ELI	PK	DV	PA	ELI	PK	DV	PA	ELI
All MTPEL Children	318	65%	82%	61%	65%	50%	75%	52%	53%	32%	50%	28%	28%
Female	146	71%	86%	68%	71%	56%	76%	58%	58%	34%	54%	30%	32%
Male	172	61%	79%	55%	60%	45%	74%	50%	48%	30%	47%	26%	25%
Kindergarten Fall 2010	185	67%	89%	64%	69%	57%	81%	53%	57%	37%	55%	32%	31%
Kindergarten Fall 2011	120	62%	76%	59%	62%	41%	68%	52%	48%	26%	47%	23%	24%
American Indian	161	55%	79%	55%	60%	38%	71%	44%	39%	17%	42%	20%	19%
White	129	74%	85%	67%	74%	63%	78%	60%	67%	47%	58%	36%	35%
Other	27	78%	89%	63%	74%	59%	82%	59%	70%	41%	67%	33%	52%
Does Not Receive Services	269	67%	87%	65%	69%	51%	80%	55%	57%	33%	54%	31%	31%
Receives Services	49	55%	57%	35%	45%	43%	49%	33%	31%	31%	29%	10%	14%
Evergreen	25	72%	76%	56%	68%	64%	72%	56%	60%	60%	48%	44%	44%
Fort Belknap	91	47%	78%	53%	48%	26%	67%	40%	30%	11%	34%	13%	12%
Great Falls Head Start	131	76%	89%	63%	75%	61%	83%	53%	66%	42%	61%	32%	34%
Great Falls Public	43	70%	86%	74%	77%	63%	79%	72%	63%	40%	56%	40%	35%
Hardin	28	61%	64%	57%	54%	43%	57%	46%	39%	18%	46%	21%	25%

Table B-10. Mean TOPEL Definitional Vocabulary, Print Knowledge, Phonological Awareness, and Early Literacy Index Standard Scores, Overall and by Group, Spring 2010

Group	N	Mean (Standard Deviation)			
		Print Knowledge	Definitional Vocabulary	Phonological Awareness	Early Literacy Index
All MTPEL Children	318	95.3 (43.3)	96.3 (14.4)	88.9 (17.0)	90.3 (15.8)
Female	146	99.1 (61.7)	97.9 (13.5)	90.8 (15.4)	92.3 (14.7)
Male	172	92.1 (15.0)	94.9 (15.0)	87.2 (18.1)	88.6 (16.7)
Kindergarten Fall 2010	185	97.4 (55.5)	97.9 (13.1)	90.4 (17.6)	91.8 (15.9)
Kindergarten Fall 2011	120	92.7 (14.0)	94.8 (15.8)	87.5 (15.8)	88.9 (15.4)
American Indian	161	93.1 (59.0)	94.3 (14.1)	86.1 (15.6)	86.4 (14.2)
White	129	97.4 (14.8)	97.4 (15.0)	91.9 (18.3)	93.9 (17.0)
Other	27	98.5 (15.3)	102.5 (11.8)	91.2 (16.0)	96.3 (14.5)
Does Not Receive Services	269	96.1 (46.6)	98.3 (12.4)	90.6 (16.4)	92.0 (14.6)
Receives Services	49	91.0 (15.1)	85.0 (19.2)	79.3 (16.9)	80.1 (18.7)
Evergreen	25	99.9 (16.7)	94.9 (20.5)	91.7 (21.2)	93.8 (22.8)
Fort Belknap	91	93.4 (77.8)	93.4 (13.0)	84.2 (14.6)	83.4 (12.4)
Great Falls Head Start	131	96.6 (14.2)	98.9 (13.0)	90.1 (17.1)	93.5 (14.9)
Great Falls Public	43	96.3 (14.9)	97.7 (14.0)	94.9 (16.8)	94.7 (16.1)
Hardin	28	89.9 (13.0)	92.4 (17.4)	86.7 (16.9)	86.3 (15.8)

APPENDIX C

Staff Satisfaction Survey

Staff Satisfaction Survey Summary

**Montana Partnership for Early Literacy
Center Staff Member Survey, Spring 2010**

Please complete the following survey regarding your experience with Montana Partnership for Early Literacy (MTPEL) staff members and activities this year. Return the survey to your center coach in the enclosed envelope. Surveys are due to your coach by **May 14**.

NOTE: Center Directors and Teacher Assistants: Complete pages 1-4 and 10.

Center Coaches: Complete pages 1-7 and 10.

Teachers: Complete pages 1-10.

BACKGROUND

1. I am a: ☐ Teacher ☐ Teacher Assistant ☐ Center Coach ☐ Center Director
2. I work at: ☐ Evergreen ☐ Fort Belknap ☐ Great Falls Head Start ☐ Great Falls Public ☐ Hardin
3. I have participated in MTPEL: ☐ since January 2010 ☐ after January 2010

COMMUNICATIONS

Rate the quantity and quality of **direct (face-to-face) interactions** with the following MTPEL staff members:

Staff Member	Role	Quantity			Tone					Helpfulness			
		Too Little	Just Right	Too Much	Negative to Positive 1 2 3 4 5					Rarely Helpful	Sometimes Helpful	Usually Helpful	Always Helpful
4. Debbie Hunsaker	Project Director				1	2	3	4	5				
5. Rhonda Crowl	State ERF Specialist				1	2	3	4	5				
6. Tara Ferriter-Smith	State ERF Specialist				1	2	3	4	5				
7. Kathi Tiefenthaler	Assessment Manager				1	2	3	4	5				
8. Terri Barclay	Parent Coordinator				1	2	3	4	5				
9. Center Coach	Center Coach				1	2	3	4	5				
10. Frances Bessellieu	Consultant				1	2	3	4	5				
11. Barbara Johnson	Consultant				1	2	3	4	5				
12. Marci Parks	Consultant				1	2	3	4	5				
13. Denielle Miller	Consultant				1	2	3	4	5				

(OVER)

Rate the quantity and quality of **indirect interactions (email, telephone, memo, etc.)** with the following MTPEL staff members:

Staff Member	Role	Quantity			Responsiveness					Helpfulness			
		Too Little	Just Right	Too Much	Not	to	Immediately			Rarely Helpful	Sometimes Helpful	Usually Helpful	Always Helpful
14. Debbie Hunsaker	Project Director				1	2	3	4	5				
15. Rhonda Cowl	State ERF Specialist				1	2	3	4	5				
16. Tara Ferriter-Smith	State ERF Specialist				1	2	3	4	5				
17. Kathi Tiefenthaler	Assessment Manager				1	2	3	4	5				
18. Terri Barclay	Parent Coordinator				1	2	3	4	5				
19. Center Coach	Center Coach				1	2	3	4	5				
20. Frances Bessellieu	Consultant				1	2	3	4	5				
21. Barbara Johnson	Consultant				1	2	3	4	5				
22. Marci Parks	Consultant				1	2	3	4	5				
23. Denielle Miller	Consultant				1	2	3	4	5				

Please provide any additional comments related to interactions with MTPEL staff members:

PROFESSIONAL DEVELOPMENT

Please complete the chart below about your participation in, and feedback on, MTPEL professional development this year.

A. Place an "X" in the "Yes" column if you participated in the listed MTPEL professional development activity.

Place an "X" in the "No" column if you did not participate.

Place an "X" in the "NA" column if the activity was not offered to you.

- If you answered "No" or "NA" to an activity, do not complete sections B and C.

B. Place an "X" in the column which describes the extent to which you found the MTPEL professional development activity helpful.

C. Place an "X" in the "Change Format" column if you would like to see changes to this training format next year; if you think the format worked fine, leave the column blank.

Professional Development Activity	A Participated			B Helpfulness of Professional Development					C Change Format of Professional Development Next Year
	Yes	No	NA	Not at All Helpful	A Little Helpful	Helpful	Very Helpful	Extremely Helpful	
24. MTPEL Summer Institute									
25. MTPEL Winter Institute									
26. Monthly site-based training									
27. Coaching from site coaches									
28. Coaching from state coaches									
29. Coaching from consultants									
30. Teacher reflection/ portfolio development									
31. Professional learning communities (i.e. study groups)									
32. Undergraduate/graduate level coursework									
33. Parent workshops									
34. Countdown to Kindergarten									

(OVER)

PROFESSIONAL DEVELOPMENT (continued)

For any of the professional development activity formats listed on page 3 that you would like to see changes to next year, please provide the activity number (#24-34), and your suggestions/comments:

PROFESSIONAL DEVELOPMENT (continued)**Teachers and Center Coaches Only**

Please complete the chart below about your participation in, and feedback on, MTPEL professional development this year.

- If you are a teacher, complete the chart regarding the professional development you received from your center coach.
 - If you are a center coach, complete the below regarding the professional development you received from MTPEL.
- A. Place an “X” in the column which describes the extent to which you found the coaching/MTPEL professional development in the topic area helpful; if you did not receive professional development in a given area, place an “X” in the “Did Not Receive” column.
- B. Place an “X” in the “Want Training Next Year” column if you would like training in this topic next year.

Professional Development Topic	A Helpfulness of Professional Development						B Want Training Next Year
	Not at All Helpful	A Little Helpful	Helpful	Very Helpful	Extremely Helpful	Did Not Receive	
35. Administration of progress monitoring assessments (e.g. PALS)							
36. Analysis/interpretation of progress monitoring assessments (e.g. PALS)							
37. Interpretation of screening assessments (e.g. PPVT)							
38. Assistance with Exceed/RTI							
39. Using assessment data to plan Tier 1 instruction							
40. Using assessment data to plan Tier 2 instruction							
41. Using assessment data to plan Tier 3 instruction							
42. Implementing <i>Opening the World of Learning</i>							
43. Implementing <i>Language for Learning</i>							
44. Scaffolding Tier 1 instruction							
45. Scaffolding Tier 2 instruction							

(OVER)

Professional Development Topic	A Helpfulness of Professional Development						B Want Training Next Year
	Not at All Helpful	A Little Helpful	Helpful	Very Helpful	Extremely Helpful	Did Not Receive	
46. Scaffolding Tier 3 instruction							
47. Differentiating instruction by age (i.e. 3/4/5 years)							
48. Differentiating instruction for ELLs (i.e. American Indians)							
49. Differentiating instruction for children with special needs							
50. Portfolio development (e.g. video and reflection)							
51. Coaching with specialists in the classroom							
52. Coaching with consultants in the classroom							
53. Peer coaching							
54. Working with parents							
55. Developing oral language							
56. Developing alphabet knowledge							
57. Developing phonological awareness							
58. Developing print awareness							
59. Developing listening comprehension							
60. Classroom management							
61. 1 st and 2 nd language acquisition							
62. Collaborative team planning							
63. Enhancing the classroom environment							
64. Establishing play centers							
65. Scaffolding play							
66. Developing a culturally responsive classroom							

Professional Development Topic	A Helpfulness of Professional Development						B Want Training Next Year
	Not at All Helpful	A Little Helpful	Helpful	Very Helpful	Extremely Helpful	Did Not Receive	
67. Using OWL <i>Quality Indicators</i>							
68. Using Tier 2 and Tier 3 fidelity monitors (e.g. <i>Language for Learning Technical Assistance Form</i>)							
69. Dual discrepancy model							
70. Using technology (e.g. <i>Adobe Connect</i> , digital/video camera)							

Please provide any additional comments related to professional development topics:

(OVER)

PROFESSIONAL DEVELOPMENT (continued)**Teachers Only**

Please complete the chart about support/coaching you received from school specialists since January 2010.

A. Place an "X" in the "Yes" column if you received support/coaching from the school specialist; complete sections B and C.

Place an "X" in the "No" column if you did not receive support/coaching from the school specialist, but you had a child in your classroom who received services from the school specialist; complete section B only.

Place an "X" in the "NA" column if you did not receive support/coaching from the school specialist because no children in your classroom needed services from the school specialist; do not complete sections B and C—skip to question #77.

B. Place an "X" in the column which describes the quantity of support/coaching you received from the school specialist.

C. Place an "X" in the column which describes the extent to which you found the support/coaching from the school specialist helpful.

Staff Member	A Received Support/Coaching			B Quantity of Support/Coaching			C Helpfulness of Support/Coaching			
	Yes	No	NA	Too Little	Just Right	Too Much	Never Helpful	Occasionally Helpful	Usually Helpful	Always Helpful
71. Early Interventionist										
72. Occupational Therapist										
73. SPED Coordinator										
74. Speech/Language										
75. Other (please specify)										
76. Other (please specify)										

Please provide any additional comments related to working with specialists in your classroom:

STUDENT OUTCOMES**Teachers Only**

77. Think about the children in your classroom. How many improved their listening comprehension skills this year?

Age of Children	Total Number of Children	Number That Did Not Improve	Number That Showed a Slight Improvement	Number That Showed a Moderate Improvement	Number that Showed a Substantial Improvement
77 a. Returning Students (3/4 Year olds)					
77 b. Kindergarten-bound Students					
Total	1.	2.			
77 c. The number in cell 1. and 2. are the same? <input type="checkbox"/> Yes (If not, please correct)					

78. Think about the children in your classroom who have an IEP and have shown little or no progress in their MTPEL child-assessment scores. What progress have they made on their IEP? Please provide a description for each child in your classroom separately (you do not have to provide the name of the child). Attach an additional page if necessary.

(OVER)

79. ALL SURVEY RESPONDENTS: If you have any additional comments or suggestions about your participation in MTPEL during the winter and spring of 2010, please provide them here. Please include any additional supports you might need from your center coach, center administration, or MTPEL staff members and consultants.

THANK YOU! ENJOY YOUR SUMMER BREAK.

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
ROLE										
	Teacher	36% (16)				33% (2)	44%(4)	33% (4)	38% (8)	30% (3)
	Teacher Assistant	47% (21)				33% (2)	44% (4)	58% (7)	38% (8)	50% (5)
	Center Coach	11% (5)				17% (1)	11% (1)	8% (1)	13% (1)	10% (1)
	Center Director	7% (3)				17% (1)	0% (0)	0% (0)	13% (1)	10% (1)
CENTER										
	All Staff Members	100% (45)				13% (6)	20% (9)	27% (12)	18% (8)	22% (10)
PARTICIPATION										
	Since January 2010	73% (30)	86% (12)	62% (13)	75% (3)	100% (5)	29% (2)	92% (11)	50% (4)	89% (8)
	After January 2010	27% (11)	14% (2)	38% (8)	25% (1)	0% (0)	71% (5)	8% (1)	50% (4)	11% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
DIRECT COMMUNICATION										
Debbie Hunsaker²										
Quantity	Too Little	29% (6)	46% (6)		0% (0)					
	Just right	67% (14)	46% (6)		100% (5)					
	Too much	5% (1)	8% (1)		0% (0)					
Tone	1 (Negative)	6% (1)	11% (10)		0% (0)					
	2	0% (0)	0% (0)		0% (0)					
	3	12% (2)	11% (1)		20% (1)					
	4	12% (2)	11% (1)		0% (0)					
	5 (Positive)	71% (12)	67% (6)		80% (4)					
Helpfulness	Rarely Helpful	6% (1)	10% (1)		0% (0)					
	Sometimes Helpful	11% (2)	10% (1)		20% (1)					
	Usually Helpful	28% (5)	30% (3)		20% (1)					
	Always Helpful	56% (10)	50% (5)		60% (3)					
Rhonda Siemens-Crowl³										
Quantity	Too Little	32% (8)	39% (5)	20% (1)	40% (2)	60% (3)	13% (1)			
	Just right	64% (16)	54% (7)	80% (4)	60% (3)	40% (2)	75% (6)			
	Too much	4% (1)	8% (1)	0% (0)	0% (0)	0% (0)	13% (1)			
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
	2	5% (1)	0% (0)	25% (1)	0% (0)	0% (0)	14% (1)			
	3	10% (2)	0% (0)	50% (2)	0% (0)	20% (1)	14% (1)			
	4	20% (4)	38% (3)	0% (0)	20% (1)	0% (0)	29% (2)			
	5 (Positive)	65% (13)	63% (5)	25% (1)	80% (4)	80% (4)	43% (3)			
Helpfulness	Rarely Helpful	5% (1)	9% (1)	0% (0)	0% (0)	0% (0)	0% (0)			
	Sometimes Helpful	9% (2)	0% (0)	67% (2)	0% (0)	0% (0)	25% (2)			
	Usually Helpful	18% (4)	18% (2)	0% (0)	40% (2)	25% (1)	13% (1)			
	Always Helpful	68% (15)	73% (8)	33% (1)	60% (3)	75% (3)	63% (5)			

² Analyses include all teachers, coaches and center directors.

³ Analyses include all teachers, coaches and center directors and TAs from Evergreen and Fort Belknap.

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Tara Ferriter-Smith⁴										
Quantity	Too Little	16% (5)	14% (2)	20% (2)	20% (1)			33% (4)	0% (0)	0% (0)
	Just right	80% (25)	79% (11)	80% (8)	80% (4)			67% (8)	100% (5)	100% (8)
	Too much	3% (1)	7% (1)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	2	0% (0)	0% (0)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	3	10% (3)	0% (0)	33% (3)	0% (0)			0% (0)	17% (1)	29% (2)
	4	21% (6)	33% (4)	11% (1)	0% (0)			0% (0)	33% (2)	29% (2)
	5 (Positive)	65% (20)	67% (8)	56% (5)	100% (5)			100% (10)	50% (3)	43% (3)
Helpfulness	Rarely Helpful	0% (0)	0% (0)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	Sometimes Helpful	3% (1)	0% (0)	13% (1)	0% (0)			0% (0)	0% (0)	13% (1)
	Usually Helpful	30% (9)	29% (4)	63% (5)	0% (0)			40% (4)	0% (0)	38% (3)
	Always Helpful	67% (20)	71% (10)	25% (2)	100% (5)			60% (6)	100% (5)	50% (4)
Kathi Tiefenthaler⁵										
Quantity	Too Little	35% (6)	50% (5)		20% (1)					
	Just right	59% (10)	40% (4)		80% (4)					
	Too much	6% (1)	10% (1)		0% (0)					
Tone	1 (Negative)	0% (0)	0% (0)		0% (0)					
	2	0% (0)	0% (0)		0% (0)					
	3	14% (2)	0% (0)		20% (1)					
	4	21% (3)	33% (2)		0% (0)					
	5 (Positive)	64% (9)	67% (4)		80% (4)					
Helpfulness	Rarely Helpful	6% (1)	13% (1)		0% (0)					
	Sometimes Helpful	13% (2)	0% (0)		20% (1)					
	Usually Helpful	19% (3)	25% (2)		0% (0)					
	Always Helpful	63% (10)	63% (5)		80% (4)					

⁴ Analyses include all teachers, coaches and center directors and TAs from Great Falls and Hardin.

⁵ Analyses include all teachers, coaches, and center directors.

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Terri Barclay										
Quantity	Too Little				67% (2)					
	Just right				33% (1)					
	Too much				0% (0)					
Tone	1 (Negative)				0% (0)					
	2				0% (0)					
	3				50% (1)					
	4				0% (0)					
	5 (Positive)				50% (1)					
Helpfulness	Rarely Helpful				0% (0)					
	Sometimes Helpful				0% (0)					
	Usually Helpful				100% (2)					
	Always Helpful				0% (1)					
Center Coach										
Quantity	Too Little	23% (6)	29% (4)	17% (2)		0% (0)	29% (2)	67% (4)	0% (0)	0% (0)
	Just right	77% (20)	71% (10)	83% (10)		100% (3)	71% (5)	33% (2)	100% (5)	100% (5)
	Too much	0% (0)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Tone	1 (Negative)	10% (2)	10% (1)	9% (1)		0% (0)	29% (2)	0% (0)	0% (0)	0% (0)
	2	5% (1)	0% (0)	9% (1)		0% (0)	14% (1)	0% (0)	0% (0)	0% (0)
	3	10% (2)	0% (0)	18% (2)		0% (0)	0% (0)	0% (0)	0% (0)	67% (2)
	4	14% (3)	20% (2)	9% (1)		0% (0)	43% (3)	0% (0)	0% (0)	0% (0)
	5 (Positive)	62% (13)	70% (7)	55% (6)		100% (1)	14% (1)	100% (4)	100% (6)	33% (1)
Helpfulness	Rarely Helpful	11% (3)	14% (2)	8% (1)		0% (0)	29% (2)	17% (1)	0% (0)	0% (0)
	Sometimes Helpful	4% (1)	0% (0)	8% (1)		0% (0)	14% (1)	0% (0)	0% (0)	0% (0)
	Usually Helpful	30% (8)	14% (2)	46% (6)		33% (1)	14% (1)	33% (2)	0% (0)	83% (4)
	Always Helpful	56% (15)	71% (10)	39% (5)		67% (2)	43% (3)	50% (3)	100% (6)	17% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Consultants—Frances⁶										
Quantity	Too Little	16% (4)	21% (3)	0% (0)	0% (0)		0% (0)			
	Just right	80% (20)	71% (10)	100% (3)	100% (5)		88% (7)			
	Too much	4% (1)	7% (1)	0% (0)	0% (0)		13% (1)			
Tone	1 (Negative)	0% (0)	0% (0)	0% (0)	0% (0)		0% (0)			
	2	0% (0)	0% (0)	0% (0)	0% (0)		0% (0)			
	3	10% (2)	0% (0)	67% (2)	0% (0)		33% (2)			
	4	19% (4)	20% (2)	33% (1)	20% (1)		17% (1)			
	5 (Positive)	71% (15)	80% (8)	0% (0)	80% (4)		50% (3)			
Helpfulness	Rarely Helpful	4% (1)	8% (1)	0% (0)	0% (0)		0% (0)			
	Sometimes Helpful	8% (2)	8% (1)	33% (1)	0% (0)		13% (1)			
	Usually Helpful	25% (6)	23% (3)	67% (2)	20% (1)		38% (3)			
	Always Helpful	63% (15)	62% (8)	0% (0)	80% (4)		50% (4)			
Consultants—Barbara										
Quantity	Too Little									0% (0)
	Just right									100% (8)
	Too much									0% (0)
Tone	1 (Negative)									0% (0)
	2									0% (0)
	3									29% (2)
	4									29% (2)
	5 (Positive)									43% (3)
Helpfulness	Rarely Helpful									0% (0)
	Sometimes Helpful									14% (1)
	Usually Helpful									57% (4)
	Always Helpful									29% (2)

⁶ Analyses include all teachers, coaches and center directors and TAs at Fort Belknap.

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Consultants—Marci										
Quantity	Too Little							33% (4)	0% (0)	
	Just right							58% (7)	100% (5)	
	Too much							8% (1)	0% (0)	
Tone	1 (Negative)							0% (0)	0% (0)	
	2							0% (0)	0% (0)	
	3							0% (0)	17% (1)	
	4							9% (1)	17% (1)	
	5 (Positive)							91% (10)	67% (4)	
Helpfulness	Rarely Helpful							0% (0)	0% (0)	
	Sometimes Helpful							0% (0)	0% (0)	
	Usually Helpful							36% (4)	40% (2)	
	Always Helpful							64% (7)	60% (3)	
Consultants—Denielle										
Quantity	Too Little						0% (0)			
	Just right						78% (7)			
	Too much						22% (2)			
Tone	1 (Negative)						0% (0)			
	2						0% (0)			
	3						0% (0)			
	4						38% (4)			
	5 (Positive)						63% (5)			
Helpfulness	Rarely Helpful						0% (0)			
	Sometimes Helpful						0% (0)			
	Usually Helpful						25% (2)			
	Always Helpful						75% (6)			

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
INDIRECT COMMUNICATION										
Debbie Hunsaker⁷										
Quantity	Too Little	31% (5)	56% (5)		0% (0)					
	Just right	69% (11)	44% (4)		100% (5)					
	Too much	0% (0)	0% (0)		0% (0)					
Tone	1 (Negative)	0% (0)	0% (0)		0% (0)					
	2	8% (1)	17% (1)		0% (0)					
	3	15% (2)	0% (0)		20% (1)					
	4	15% (2)	17% (1)		20% (1)					
	5 (Positive)	62% (8)	67% (6)		60% (3)					
Helpfulness	Rarely Helpful	7% (1)	14% (1)		0% (0)					
	Sometimes Helpful	20% (3)	14% (1)		20% (1)					
	Usually Helpful	13% (2)	29% (2)		0% (0)					
	Always Helpful	60% (9)	43% (3)		80% (4)					
Rhonda Siemens-Crowl⁸										
Quantity	Too Little	43% (9)	64% (7)	67% (2)	0% (0)	25% (1)	38% (3)			
	Just right	57% (12)	36% (4)	33% (1)	100% (5)	75% (3)	63% (5)			
	Too much	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)			
Tone	1 (Negative)	11% (2)	11% (1)	33% (1)	0% (0)	0% (0)	25% (2)			
	2	17% (3)	33% (3)	0% (0)	0% (0)	33% (1)	13% (1)			
	3	17% (3)	0% (0)	67% (2)	20% (1)	0% (0)	25% (2)			
	4	6% (1)	11% (1)	0% (0)	0% (0)	0% (0)	13% (1)			
	5 (Positive)	50% (9)	44% (4)	0% (0)	80% (4)	67% (2)	25% (2)			
Helpfulness	Rarely Helpful	16% (3)	22% (2)	33% (1)	0% (0)	0% (0)	25% (2)			
	Sometimes Helpful	16% (3)	11% (1)	33% (1)	20% (1)	0% (0)	25% (2)			
	Usually Helpful	16% (3)	11% (1)	33% (1)	20% (1)	50% (2)	13% (1)			
	Always Helpful	53% (10)	56% (5)	0% (0)	60% (3)	50% (2)	38% (3)			

⁷ Analyses include teachers, coaches and center directors

⁸ Analyses include all teachers, coaches, and center directors and TAs from Evergreen and Fort Belknap.

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Tara Ferriter-Smith⁹										
Quantity	Too Little	15% (4)	25% (3)	14% (1)	0% (0)			22% (2)	0% (0)	14% (1)
	Just right	85% (22)	75% (9)	86% (6)	100% (5)			78% (7)	100% (3)	86% (6)
	Too much	0% (0)	0% (0)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
Tone	1 (Negative)	5% (1)	9% (1)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	2	5% (1)	9% (1)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	3	5% (1)	0% (0)	20% (1)	0% (0)			0% (0)	0% (0)	17% (1)
	4	41% (9)	55% (6)	40% (2)	20% (1)			29% (2)	0% (0)	50% (3)
	5 (Positive)	46% (10)	27% (3)	40% (2)	80% (4)			71% (5)	100% (2)	33% (2)
Helpfulness	Rarely Helpful	4% (1)	10% (1)	0% (0)	0% (0)			0% (0)	0% (0)	0% (0)
	Sometimes Helpful	8% (2)	10% (1)	17% (1)	0% (0)			0% (0)	0% (0)	25% (1)
	Usually Helpful	25% (6)	30% (3)	50% (3)	0% (0)			33% (3)	0% (0)	25% (1)
	Always Helpful	63% (15)	50% (5)	33% (2)	100% (5)			67% (6)	100% (3)	50% (2)
Kathi Tiefenthaler¹⁰										
Quantity	Too Little	31% (5)	56% (5)		0% (0)					
	Just right	69% (11)	44% (4)		100% (5)					
	Too much	0% (0)	0% (0)		0% (0)					
Tone	1 (Negative)	0% (0)	0% (0)		0% (0)					
	2	8% (1)	17% (1)		0% (0)					
	3	8% (1)	0% (0)		20% (1)					
	4	39% (5)	50% (3)		20% (1)					
	5 (Positive)	46% (6)	33% (2)		60% (3)					
Helpfulness	Rarely Helpful	7% (1)	14% (1)		0% (0)					
	Sometimes Helpful	14% (2)	14% (1)		0% (0)					
	Usually Helpful	14% (2)	29% (2)		20% (1)					
	Always Helpful	64% (9)	43% (3)		80% (4)					

⁹ Analyses include all teachers, coaches and center directors and TAs from Great Falls and Hardin.

¹⁰ Analyses include all teachers, coaches and center directors.

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Terri Barclay										
Quantity	Too Little				0% (0)					
	Just right				100% (2)					
	Too much				0% (0)					
Tone	1 (Negative)				0% (0)					
	2				0% (0)					
	3				100% (1)					
	4				0% (0)					
	5 (Positive)				0% (0)					
Helpfulness	Rarely Helpful				0% (0)					
	Sometimes Helpful				100% (1)					
	Usually Helpful				0% (0)					
	Always Helpful				0% (0)					
Center Coach										
Quantity	Too Little	17% (4)	29% (4)	0% (0)		0% (0)	29% (2)	40% (2)	0% (0)	0% (0)
	Just right	83% (9)	71% (10)	100% (9)		100% (3)	71% (5)	60% (3)	100% (3)	100% (5)
	Too much	0% (0)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Tone	1 (Negative)	11% (2)	17% (2)	0% (0)		0% (0)	29% (2)	0% (0)	0% (0)	0% (0)
	2	5% (1)	0% (0)	14% (1)		0% (0)	14% (1)	0% (0)	0% (0)	0% (0)
	3	11% (2)	0% (0)	29% (2)		33% (1)	14% (1)	0% (0)	0% (0)	0% (0)
	4	21% (4)	17% (2)	29% (2)		0% (0)	43% (3)	0% (0)	0% (0)	33% (1)
	5 (Positive)	53% (10)	67% (8)	29% (2)		67% (2)	0% (0)	100% (3)	100% (3)	67% (2)
Helpfulness	Rarely helpful	11% (2)	17% (2)	0% (0)		0% (0)	29% (2)	0% (0)	0% (0)	0% (0)
	Sometimes helpful	11% (2)	0% (0)	29% (2)		0% (0)	29% (2)	0% (0)	0% (0)	0% (0)
	Usually Helpful	16% (3)	8% (1)	29% (2)		0% (0)	14% (1)	20% (1)	0% (0)	50% (1)
	Always Helpful	63% (12)	75% (9)	43% (3)		100% (2)	29% (2)	80% (4)	100% (3)	50% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Consultants—Frances										
Quantity	Too Little	42% (8)	55% (6)	67% (2)	0% (0)		38% (3)			
	Just right	58% (11)	46% (5)	33% (1)	100% (4)		63% (5)			
	Too much	0% (0)	0% (0)	0% (0)	0% (0)		0% (0)			
Tone	1 (Negative)	6% (1)	13% (1)	0% (0)	0% (0)		13% (1)			
	2	13% (2)	13% (1)	33% (1)	0% (0)		25% (2)			
	3	25% (4)	13% (1)	67% (2)	25% (1)		25% (2)			
	4	31% (5)	38% (3)	0% (0)	50% (2)		38% (3)			
	5 (Positive)	25% (4)	25% (2)	0% (0)	25% (1)		0% (0)			
Helpfulness	Rarely Helpful	19% (3)	25% (2)	33% (1)	0% (0)		25% (2)			
	Sometimes Helpful	19% (3)	13% (1)	33% (1)	25% (1)		25% (2)			
	Usually Helpful	19% (3)	25% (2)	33% (1)	0% (0)		25% (2)			
	Always Helpful	44% (7)	38% (3)	0% (0)	75% (3)		25% (2)			
Consultant—Barbara										
Quantity	Too Little									29% (2)
	Just right									71% (5)
	Too much									0% (0)
Tone	1 (Negative)									0% (0)
	2									0% (0)
	3									40% (2)
	4									0% (0)
	5 (Positive)									60% (3)
Helpfulness	Rarely Helpful									0% (0)
	Sometimes Helpful									25% (1)
	Usually Helpful									0% (0)
	Always Helpful									75% (3)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Consultant— Marci										
Quantity	Too Little							18% (2)	0% (0)	
	Just right							82% (9)	100% (3)	
	Too much							0% (0)	0% (0)	
Tone	1 (Negative)							0% (0)	0% (0)	
	2							0% (0)	0% (0)	
	3							0% (0)	0% (0)	
	4							22% (2)	33% (1)	
	5 (Positive)							78% (7)	67% (2)	
Helpfulness	Rarely Helpful							0% (0)	0% (0)	
	Sometimes Helpful							0% (0)	0% (0)	
	Usually Helpful							46% (5)	0% (0)	
	Always Helpful							55% (6)	100% (3)	
Consultant—Denielle										
Quantity	Too Little						22% (2)			
	Just right						67% (6)			
	Too much						11% (1)			
Tone	1 (Negative)						11% (1)			
	2						11% (1)			
	3						11% (1)			
	4						33% (3)			
	5 (Positive)						33% (3)			
Helpfulness	Rarely Helpful						11% (1)			
	Sometimes Helpful						11% (1)			
	Usually Helpful						11% (1)			
	Always Helpful						67% (6)			

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
PROFESSIONAL DEVELOPMENT TYPE										
MTPEL Summer Institute										
Participated	Yes									
	No									
	NA									
Helpfulness	Not at all helpful									
	A Little helpful									
	Helpful									
	Very Helpful									
	Extremely Helpful									
Change Format Next Year	Yes									
MTPEL Winter Institute										
Participated	Yes	78% (20)	80% (12)		100% (5)	100% (4)	100% (5)	80% (4)	50% (2)	100% (5)
	No	13% (3)	20% (3)		0% (0)	0% (0)	0% (0)	20% (1)	50% (2)	0% (0)
	NA	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness	Not at all helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little helpful	5% (1)	10% (1)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	20% (1)
	Helpful	28% (5)	40% (4)		0% (0)	0% (0)	25% (1)	67% (2)	50% (1)	20% (1)
	Very Helpful	56% (10)	50% (5)		80% (4)	75% (3)	50% (2)	33% (1)	50% (1)	60% (3)
	Extremely Helpful	11% (2)	0% (0)		20% (1)	25% (1)	25% (1)	0% (1)	0% (0)	0% (0)
Change Format Next Year	Yes	11% (2)	17% (2)		0% (0)	0% (0)	20% (1)	0% (0)	0% (0)	20% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Monthly, site-based training										
Participated	Yes	49% (22)	69% (11)	29% (6)	80% (4)	17% (1)	67% (6)	42% (5)	63% (5)	50% (5)
	No	18% (8)	19% (3)	24% (5)	0% (0)	0% (0)	33% (3)	25% (3)	25% (2)	0% (0)
	NA	33% (15)	13% (2)	48% (10)	10% (1)	83% (5)	0% (0)	33% (4)	13% (1)	50% (5)
Helpfulness	Not at all helpful	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little helpful	9% (2)	0% (0)	33% (2)	0% (0)	0% (0)	17% (1)	0% (0)	0% (0)	20% (1)
	Helpful	55% (12)	73% (8)	33% (2)	25% (1)	100% (1)	17% (1)	80% (4)	80% (4)	40% (2)
	Very Helpful	23% (5)	27% (3)	17% (1)	25% (1)	0% (0)	50% (3)	0% (0)	20% (1)	20% (1)
	Extremely Helpful	14% (3)	0% (0)	17% (1)	50% (2)	0% (0)	17% (1)	20% (1)	0% (0)	20% (1)
Change Format Next Year	Yes	9% (2)	9% (1)	17% (1)	0% (0)	0% (0)	33% (2)	0% (0)	0% (0)	0% (0)
Coaching from site coach¹¹										
Participated	Yes	73% (27)	81% (13)	67% (14)		100% (4)	75% (6)	36% (4)	100% (6)	89% (8)
	No	14% (5)	19% (3)	10% (2)		0% (0)	25% (2)	27% (3)	0% (0)	0% (0)
	NA	14% (5)	0% (0)	24% (5)		0% (0)	0% (0)	36% (4)	0% (0)	11% (1)
Helpfulness	Not at all helpful	0% (0)	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little helpful	12% (3)	0% (0)	23% (3)		25% (1)	17% (1)	0% (0)	0% (0)	14% (1)
	Helpful	39% (10)	39% (5)	39% (5)		50% (2)	33% (2)	0% (0)	0% (0)	43% (3)
	Very Helpful	23% (6)	39% (5)	8% (1)		25% (1)	50% (3)	75% (3)	0% (0)	29% (2)
	Extremely Helpful	27% (7)	23% (3)	31% (4)		0% (0)	0% (0)	25% (1)	100% (5)	14% (1)
Change Format Next Year	Yes	7% (1)	8% (1)	7% (1)		0% (0)	33% (2)	0% (0)	0% (0)	0% (0)

¹¹ Analyses include teachers and TAs only.

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Coaching from state coach										
Participated	Yes	60% (27)	88% (14)	29% (6)	100% (5)	50% (3)	78% (7)	50% (6)	62% (5)	60% (6)
	No	13% (6)	6% (1)	24% (5)	0% (0)	0% (0)	11% (1)	8% (1)	25% (2)	20% (2)
	NA	27% (12)	6% (1)	48% (10)	0% (0)	50% (3)	11% (1)	47% (5)	13% (1)	20% (2)
Helpfulness	Not at all helpful	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little helpful	4% (1)	0% (0)	17% (1)	0% (0)	0% (0)	17% (1)	0% (0)	0% (0)	0% (0)
	Helpful	48% (12)	62% (8)	50% (3)	0% (0)	50% (1)	33% (2)	67% (4)	80% (4)	17% (1)
	Very Helpful	32% (8)	39% (5)	33% (2)	0% (0)	50% (1)	33% (2)	17% (1)	0% (0)	67% (4)
	Extremely Helpful	16% (4)	0% (0)	0% (0)	100% (5)	0% (0)	17% (1)	17% (1)	20% (1)	17% (1)
Change Format Next Year	Yes	7% (2)	7% (1)	17% (1)	0% (0)	0% (0)	29% (2)	0% (0)	0% (0)	0% (0)
Coaching from consultant										
Participated	Yes	60% (27)	94% (15)	29% (6)	80% (4)	33% (2)	89% (8)	42% (5)	63% (5)	20% (7)
	No	13% (6)	6% (1)	24% (5)	20% (1)	0% (0)	11% (1)	17% (2)	25% (2)	10% (1)
	NA	27% (12)	0% (0)	48% (10)	0% (0)	67% (4)	0% (0)	42% (5)	13% (1)	20% (2)
Helpfulness	Not at all helpful	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little helpful	8% (2)	0% (0)	33% (2)	0% (0)	0% (0)	14% (1)	0% (0)	0% (0)	14% (1)
	Helpful	46% (12)	57% (8)	50% (3)	0% (0)	50% (1)	29% (2)	60% (3)	80% (4)	29% (2)
	Very Helpful	35% (9)	43% (6)	17% (1)	25% (1)	50% (1)	57% (4)	20% (1)	0% (0)	43% (3)
	Extremely Helpful	12% (3)	0% (0)	0% (0)	75% (3)	0% (0)	0% (0)	20% (1)	20% (1)	14% (1)
Change Format Next Year	Yes	7% (1)	7% (1)	17% (1)	0% (0)	0% (0)	25% (2)	0% (0)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Teacher reflection/portfolio development¹²										
Participated	Yes	29% (6)	31% (5)		20% (1)	0% (0)	20% (1)	0% (0)	100% (4)	25% (1)
	No	48% (10)	50% (8)		40% (2)	67% (2)	60% (3)	80% (4)	0% (0)	25% (1)
	NA	24% (5)	19% (3)		40% (2)	33% (1)	20% (1)	20% (1)	0% (0)	50% (2)
Helpfulness	Not at all helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Helpful	100% (5)	100% (5)		0% (0)	0% (0)	100% (1)	0% (0)	100% (3)	100% (1)
	Very Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Change Format Next Year	Yes	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Professional learning communities (i.e., study groups)										
Participated	Yes	38% (8)	38% (6)		40% (2)	0% (0)	20% (1)	0% (0)	100% (4)	75% (3)
	No	38% (8)	38% (6)		40% (2)	33% (1)	60% (3)	80% (4)	0% (0)	0% (0)
	NA	24% (5)	25% (4)		20% (1)	67% (2)	20% (1)	20% (1)	0% (0)	25% (1)
Helpfulness	Not at all helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Helpful	100% (8)	100% (6)		100% (2)	0% (0)	100% (1)	0% (0)	100% (4)	100% (3)
	Very Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Change Format Next Year	Yes	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)

¹² Analyses include teachers and coaches only.

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Undergraduate/graduate level coursework										
Participated	Yes									
	No									
	NA									
Helpfulness	Not at all helpful									
	A Little helpful									
	Helpful									
	Very Helpful									
	Extremely Helpful									
Change Format Next Year	Yes									
Parent workshops										
Participated	Yes									
	No									
	NA									
Helpfulness	Not at all helpful									
	A Little helpful									
	Helpful									
	Very Helpful									
	Extremely Helpful									
Change Format Next Year	Yes									
Countdown to Kindergarten										
Participated	Yes									
	No									
	NA									
Helpfulness	Not at all helpful									
	A Little helpful									
	Helpful									
	Very Helpful									
	Extremely Helpful									
Change Format Next Year	Yes									

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
PROFESSIONAL DEVELOPMENT TOPICS FROM COACHES (TEACHERS) AND MTEP (COACHES)										
Administering progress monitoring assessments										
Received training in area	Yes	91% (19)	88% (14)		100% (5)	100% (3)	100% (5)	60% (3)	100% (4)	100% (4)
Helpfulness (if yes, only)	Not at all helpful	6% (1)	8% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Helpful	44% (8)	54% (7)		20% (1)	67% (2)	50% (2)	67% (2)	75% (3)	0% (0)
	Very Helpful	44% (8)	31% (4)		80% (4)	33% (1)	25% (1)	33% (1)	25% (1)	75% (3)
	Extremely Helpful	6% (1)	8% (1)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)
Wants more training in this topic	Yes	20% (4)	20% (3)		20% (1)	0% (0)	50% (2)	40% (2)	0% (0)	0% (0)
Analysis/interpretation of progress monitoring assessments										
Received training in area	Yes	76% (16)	75% (12)		80% (4)	67% (2)	100% (5)	60% (3)	75% (3)	75% (3)
Helpfulness (if yes, only)	Not at all helpful	7% (1)	9% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	40% (6)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Helpful	53% (8)	55% (6)		0% (0)	50% (1)	50% (2)	33% (1)	33% (1)	33% (1)
	Very Helpful	0% (0)	36% (4)		100% (0)	50% (1)	25% (1)	67% (2)	67% (2)	67% (1)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
0% (0)Wants more training in this topic	Yes	25% (5)	20% (3)		40% (2)	33% (1)	50% (2)	40% (2)	0% (0)	0% (0)
Interpretation of screening assessments (e.g., PPVT)										
Received training in area	Yes	52% (11)	44% (7)		20% (1)	0% (0)	100% (5)	40% (2)	100% (4)	0% (0)
Helpfulness (if yes, only)	Not at all helpful	10% (1)	13% (1)		0%	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	0% (0)	0% (0)		0%	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Helpful	50% (5)	63% (5)		0%	0% (0)	25% (1)	50% (1)	75% (3)	0% (0)
	Very Helpful	40% (4)	25% (2)		100% (1)	0% (0)	50% (2)	50% (1)	25% (1)	0% (0)
	Extremely Helpful	0% (0)	0% (0)		0%	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	35% (7)	27% (4)		60% (3)	33% (1)	50% (2)	60% (3)	0% (0)	25% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Assistance with Exceed/RTI										
Received training in area	Yes									
Helpfulness (if yes, only)	Not at all helpful									
	A Little helpful									
	Helpful									
	Very Helpful									
	Extremely Helpful									
Wants more training in this topic	Yes									
Using assessment data to plan Tier 1 instruction										
Received training in area	Yes	76% (16)	69% (11)		100% (5)	67% (2)	100% (5)	60 (3)	100% (4)	50% (2)
Helpfulness (if yes, only)	Not at all helpful	7% (1)	10% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	13% (2)	10% (1)		20% (1)	0% (0)	0% (0)	67% (2)	0% (0)	0% (0)
	Helpful	60% (9)	70% (7)		40% (2)	100% (2)	50% (2)	33% (1)	75% (3)	50% (1)
	Very Helpful	20% (3)	10% (1)		40% (2)	0% (0)	25% (1)	0% (0)	25% (1)	50% (1)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	35% (7)	33% (5)		40% (2)	0% (0)	75% (3)	60% (3)	0% (0)	25% (1)
Using assessment data to plan Tier 2 instruction										
Received training in area	Yes	57% (12)	56% (9)		60% (3)	0% (0)	100% (5)	40% (2)	75% (3)	50% (2)
Helpfulness (if yes, only)	Not at all helpful	9% (1)	13% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	18% (2)	13% (1)		33% (1)	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)
	Helpful	64% (7)	63% (5)		67% (2)	0% (0)	75% (3)	0% (0)	100% (3)	50% (1)
	Very Helpful	9% (1)	13% (1)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	40% (8)	33% (5)		60% (3)	33% (1)	75% (3)	60% (3)	0% (0)	25% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Using assessment data to plan Tier 3 instruction										
Received training in area	Yes	57% (12)	56% (9)		60% (3)	0% (0)	100% (5)	40% (2)	75% (3)	50% (2)
Helpfulness (if yes, only)	Not at all helpful	9% (1)	13% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	18% (2)	13% (1)		33% (1)	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)
	Helpful	64% (7)	63% (5)		67% (2)	0% (0)	75% (3)	0% (0)	100% (3)	50% (1)
	Very Helpful	9% (1)	13% (1)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	50% (1)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	42 (8)	36 (5)		60% (3)	0% (0)	75% (3)	60% (3)	0% (0)	25% (1)
Implementing <i>Opening the World of Learning</i>										
Received training in area	Yes	100% (21)	100% (16)		100% (5)	100% (3)	100% (5)	100% (5)	100% (4)	100% (4)
Helpfulness (if yes, only)	Not at all helpful	10% (2)	13% (2)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	25% (1)
	A Little helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Helpful	35% (7)	33% (5)		40% (2)	33% (1)	75% (3)	20% (1)	0% (0)	50% (2)
	Very Helpful	40% (8)	33% (5)		60% (3)	67% (2)	0% (0)	80% (4)	25% (1)	25% (1)
	Extremely Helpful	15% (3)	20% (3)		0% (0)	0% (0)	0% (0)	0% (0)	75% (3)	0% (0)
Wants more training in this topic	Yes	20% (4)	20% (3)		20% (1)	0% (0)	50% (2)	40% (2)	0% (0)	0% (0)
Implementing <i>Language for Learning</i>										
Received training in area	Yes	100% (21)	100% (16)		100% (5)	100% (3)	100% (5)	100% (5)	100% (4)	100% (4)
Helpfulness (if yes, only)	Not at all helpful	5% (1)	7% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Helpful	25% (5)	27% (4)		20% (1)	33% (1)	50% (2)	20% (1)	0% (0)	25% (1)
	Very Helpful	50% (10)	47% (7)		60% (3)	67% (2)	25% (1)	80% (4)	25% (1)	50% (2)
	Extremely Helpful	20% (4)	20% (3)		20% (1)	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)
Wants more training in this topic	Yes	20% (4)	20% (3)		20% (1)	0% (0)	50% (2)	40% (2)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Scaffolding Tier 1 instruction										
Received training in area	Yes	67% (14)	56% (9)		100% (5)	33% (1)	100% (5)	60% (3)	100% (4)	25% (1)
Helpfulness (if yes, only)	Not at all helpful	8% (1)	13% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	8% (1)	0% (0)		25% (1)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)
	Helpful	67% (8)	75% (6)		50% (2)	100% (1)	75% (3)	33% (1)	75% (3)	0% (0)
	Very Helpful	17% (2)	13% (1)		25% (1)	0% (0)	0% (0)	33% (1)	25% (1)	0% (0)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	40% (8)	40% (6)		40% (2)	0% (0)	75% (2)	60% (3)	0% (0)	50% (2)
Scaffolding Tier 2 instruction										
Received training in area	Yes	57% (12)	56% (9)		60% (3)	0% (0)	100% (5)	60% (3)	75% (3)	25% (1)
Helpfulness (if yes, only)	Not at all helpful	10% (1)	13% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	10% (1)	0% (0)		50% (1)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)
	Helpful	70% (7)	75% (6)		50% (1)	0% (0)	75% (3)	33% (1)	100% (3)	0% (0)
	Very Helpful	10% (1)	13% (1)		0% (0)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	45% (9)	40% (6)		60% (3)	33% (1)	75% (3)	60% (3)	0% (0)	50% (2)
Scaffolding Tier 3 instruction										
Received training in area	Yes	48% (10)	50% (8)		40% (2)	0% (0)	100% (5)	20% (1)	75% (3)	25% (1)
Helpfulness (if yes, only)	Not at all helpful	13% (1)	14% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Helpful	75% (6)	71% (5)		100% (1)	0% (0)	75% (3)	0% (0)	100% (3)	0% (0)
	Very Helpful	13% (1)	14% (1)		0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	0% (0)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	45% (9)	33% (5)		80% (4)	33% (1)	50% (2)	60% (3)	0% (0)	75% (3)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Differentiating instruction by age (i.e., 3/4/5 yrs)										
Received training in area	Yes	67% (14)	63% (10)		80% (4)	33% (1)	100% (5)	40% (2)	100% (4)	50% (2)
Helpfulness (if yes, only)	Not at all helpful	8% (1)	11% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	15% (2)	22% (2)		0% (0)	0% (0)	25% (1)	50% (1)	0% (0)	0% (0)
	Helpful	69% (9)	67% (6)		75% (3)	100% (1)	50% (2)	50% (1)	75% (3)	100% (2)
	Very Helpful	8% (1)	0% (0)		25% (1)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	35% (7)	27% (4)		60% (3)	33% (1)	50% (2)	60% (3)	0% (0)	25% (1)
Differentiating instruction for ELLs (i.e., American Indians)										
Received training in area	Yes	67% (14)	63% (10)		80% (4)	33% (1)	100% (5)	60% (3)	100% (4)	50% (2)
Helpfulness (if yes, only)	Not at all helpful	8% (1)	11% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	23% (3)	22% (2)		25% (1)	0% (0)	25% (1)	33% (1)	0% (0)	50% (1)
	Helpful	39% (5)	33% (3)		50% (2)	0% (0)	50% (2)	67% (2)	0% (0)	50% (1)
	Very Helpful	23% (3)	22% (2)		25% (1)	0% (0)	0% (0)	0% (0)	75% (3)	0% (0)
	Extremely Helpful	8% (1)	11% (1)		0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)
Wants more training in this topic	Yes	25% (5)	20% (3)		40% (2)	0% (0)	50% (2)	60% (3)	0 (0)	0% (0)
Differentiating instruction for children with special needs										
Received training in area	Yes	62% (13)	56% (9)		80% (4)	0% (0)	100% (5)	40% (2)	100% (4)	50% (2)
Helpfulness (if yes, only)	Not at all helpful	9% (1)	13% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	27% (3)	38% (3)		0% (0)	0% (0)	25% (1)	100% (1)	0% (0)	50% (1)
	Helpful	36% (4)	13% (1)		100% (3)	0% (0)	50% (2)	0% (0)	25% (1)	50% (1)
	Very Helpful	18% (2)	25% (2)		0% (0)	0% (0)	0% (0)	0% (0)	50% (2)	0% (0)
	Extremely Helpful	9% (1)	13% (1)		0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)
Wants more training in this topic	Yes	40% (8)	27% (4)		80% (4)	33% (1)	50% (2)	60% (3)	25% (1)	25% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Portfolio development (e.g., video and reflection)										
Received training in area	Yes	43% (9)	44% (7)		40% (2)	0% (0)	100% (5)	0% (0)	75% (3)	25% (1)
Helpfulness (if yes, only)	Not at all helpful	14% (1)	17% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Helpful	71% (5)	67% (4)		100% (1)	0% (0)	75% (3)	0% (0)	67% (2)	0% (0)
	Very Helpful	14% (1)	17% (1)		0% (0)	0% (0)	0% (0)	0% (0)	33% (1)	0% (0)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	35% (7)	20% (3)		80% (4)	33% (1)	50% (2)	60% (3)	0% (0)	25% (1)
Coaching with specialists in the classroom										
Received training in area	Yes	86% (18)	88% (14)		80% (4)	33% (1)	100% (5)	100% (5)	100% (4)	73% (3)
Helpfulness (if yes, only)	Not at all helpful	6% (1)	8% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	6% (1)	8% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	Helpful	29% (5)	15% (2)		75% (3)	100% (1)	25% (1)	20% (1)	25% (1)	33% (1)
	Very Helpful	53% (9)	62% (8)		25% (1)	0% (0)	0% (0)	80% (4)	75% (3)	67% (2)
	Extremely Helpful	6% (1)	8% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	30% (6)	20% (3)		60% (3)	33% (1)	50% (2)	60% (3)	0% (0)	0% (0)
Coaching with consultants in the classroom										
Received training in area	Yes	86% (18)	88% (14)		80% (4)	33% (1)	100% (5)	100% (5)	100% (4)	100% (4)
Helpfulness (if yes, only)	Not at all helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	A Little helpful	12% (2)	15% (2)		0% (0)	0% (0)	50% (2)	0% (0)	0% (0)	0% (0)
	Helpful	41% (7)	31% (4)		75% (3)	100% (1)	25% (1)	20% (1)	75% (3)	33% (1)
	Very Helpful	41% (7)	46% (6)		25% (1)	0% (0)	0% (0)	80% (4)	25% (1)	67% (2)
	Extremely Helpful	6% (1)	8% (1)		0%	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	30% (6)	20% (3)		60% (3)	33% (1)	50% (2)	60% (3)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Peer coaching										
Received training in area	Yes	71% (15)	69% (11)		80% (4)	0% (0)	100% (5)	60% (3)	100% (4)	75% (3)
Helpfulness (if yes, only)	Not at all helpful	8% (1)	10% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	8% (1)	10% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	Helpful	31% (4)	10% (1)		100% (3)	0% (0)	25% (1)	67% (2)	0% (0)	33% (1)
	Very Helpful	46% (6)	60% (6)		0% (0)	0% (0)	0% (0)	33% (1)	100% (3)	67% (2)
	Extremely Helpful	8% (1)	10% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	25% (5)	20% (3)		40% (2)	0% (0)	50% (2)	60% (3)	0% (0)	0% (0)
Working with parents										
Received training in area	Yes	67% (14)	63% (10)		80% (4)	0% (0)	100% (5)	60 (3)	100% (4)	50% (2)
Helpfulness (if yes, only)	Not at all helpful	8% (1)	11% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	25% (3)	22% (2)		33% (1)	0% (0)	50% (2)	33% (1)	0% (0)	0% (0)
	Helpful	33% (4)	22% (2)		67% (2)	0% (0)	25% (1)	67% (2)	25% (1)	0% (0)
	Very Helpful	25% (3)	33% (3)		0% (0)	0% (0)	0% (0)	0% (0)	50% (2)	100% (1)
	Extremely Helpful	8% (1)	11% (1)		0% (0)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)
Wants more training in this topic	Yes	35% (7)	20% (3)		80%(4)	0% (0)	50% (2)	60% (3)	25% (1)	25% (1)
Developing oral language										
Received training in area	Yes	86% (18)	81% (13)		100% (5)	67% (2)	100% (5)	60% (3)	100% (4)	100% (4)
Helpfulness (if yes, only)	Not at all helpful	6% (1)	8% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Helpful	24% (4)	17% (2)		40% (2)	50% (1)	50% (2)	33% (1)	0% (0)	0% (0)
	Very Helpful	65% (11)	75% (9)		40% (2)	50% (1)	25% (1)	67% (2)	75% (3)	100% (4)
	Extremely Helpful	6% (1)	0% (0)		20% (1)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)
Wants more training in this topic	Yes	25% (5)	27% (3)		20% (1)	0% (0)	50% (2)	60% (3)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Developing alphabet knowledge										
Received training in area	Yes	76% (16)	69% (11)		100% (5)	33% (1)	100% (5)	60% (3)	100% (4)	75% (3)
Helpfulness (if yes, only)	Not at all helpful	6% (1)	10% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	20% (3)	30% (2)		0% (0)	0% (0)	25% (1)	33% (1)	0% (0)	33% (1)
	Helpful	33% (5)	20% (3)		60% (3)	100% (1)	50% (2)	33% (1)	0% (0)	33% (1)
	Very Helpful	40% (6)	40% (4)		40% (2)	0% (0)	0% (0)	33% (1)	100% (4)	33% (1)
	Extremely Helpful	0% (0)	6% (1)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	25% (5)	20% (3)		20% (1)	0% (0)	50% (2)	60% (3)	0% (0)	0% (0)
Developing phonological awareness										
Received training in area	Yes	81% (17)	100% (12)		100% (5)	33% (1)	100% (5)	60% (3)	100% (4)	100% (4)
Helpfulness (if yes, only)	Not at all helpful	6% (1)	9% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	13% (2)	18% (2)		0% (0)	0% (0)	25% (1)	33% (1)	0% (0)	0% (0)
	Helpful	38% (6)	27% (3)		60% (3)	100% (1)	50% (2)	33% (1)	0% (0)	50% (2)
	Very Helpful	38% (6)	46% (5)		20% (1)	0% (0)	0% (0)	33% (1)	75% (3)	50% (2)
	Extremely Helpful	6% (1)	0% (0)		20% (1)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)
Wants more training in this topic	Yes	25% (5)	27% (4)		20% (1)	0% (0)	50% (2)	60% (3)	0% (0)	0% (0)
Developing print awareness										
Received training in area	Yes	81% (17)	75% (12)		100% (5)	33% (1)	100% (5)	60% (3)	100% (4)	100% (4)
Helpfulness (if yes, only)	Not at all helpful	6% (1)	9% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	13% (2)	18% (2)		0% (0)	0% (0)	25% (1)	33% (1)	0% (0)	0% (0)
	Helpful	38% (6)	27% (3)		60% (3)	100% (1)	50% (2)	33% (1)	0% (0)	50% (2)
	Very Helpful	38% (6)	46% (5)		20% (1)	0% (0)	0% (0)	33% (1)	75% (3)	50% (2)
	Extremely Helpful	6% (1)	0% (0)		20% (1)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)
Wants more training in this topic	Yes	25% (5)	27% (4)		20% (1)	0% (0)	50% (2)	60% (3)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Developing listening comprehension										
Received training in area	Yes	76% (16)	69% (11)		100% (5)	33% (1)	100% (5)	60% (3)	100% (4)	100% (4)
Helpfulness (if yes, only)	Not at all helpful	7% (1)	10% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	7% (1)	10% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	Helpful	33% (5)	20% (2)		60% (3)	100% (1)	50% (2)	100% (2)	0% (0)	50% (2)
	Very Helpful	47% (7)	60% (6)		20% (1)	0% (0)	0% (0)	0% (0)	75% (3)	50% (2)
	Extremely Helpful	7% (1)	0% (0)		20% (1)	0% (0)	0% (0)	0% (0)	25% (1)	0% (0)
Wants more training in this topic	Yes	25% (5)	27% (4)		20% (1)	0% (0)	50% (2)	60% (3)	0% (0)	0% (0)
Classroom management										
Received training in area	Yes	71% (15)	63% (10)		100% (5)	33% (1)	100% (5)	40% (2)	100% (4)	75% (3)
Helpfulness (if yes, only)	Not at all helpful	7% (1)	11% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Helpful	57% (8)	44% (4)		80% (4)	100% (1)	75% (3)	50% (1)	25% (1)	67% (2)
	Very Helpful	21% (3)	22% (2)		20% (1)	0% (0)	0% (0)	50% (1)	25% (2)	33% (1)
	Extremely Helpful	14% (2)	22% (2)		0% (0)	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)
Wants more training in this topic	Yes	35% (7)	27% (4)		60 (3)	0% (0)	50% (2)	60% (3)	25% (1)	25% (1)
1st and 2nd language acquisition										
Received training in area	Yes	57% (12)	56% (9)		60% (3)	100% (3)	100% (5)	100 (5)	100 (4)	100 (4)
Helpfulness (if yes, only)	Not at all helpful	10% (1)	13% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	10% (1)	13% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	Helpful	40% (4)	25% (2)		100% (2)	0% (0)	50% (2)	0% (0)	25% (1)	50% (1)
	Very Helpful	40% (4)	50% (4)		0% (0)	0% (0)	0% (0)	0% (0)	75% (3)	50% (1)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	30% (6)	20% (3)		60% (3)	0% (0)	50% (2)	60% (3)	0% (0)	25% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Collaborative team planning										
Received training in area	Yes	86% (18)	81% (13)		100% (5)	100% (3)	100% (5)	60% (3)	100% (4)	75% (3)
Helpfulness (if yes, only)	Not at all helpful	6% (1)	8% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	6% (1)	8% (1)		0% (0)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)
	Helpful	47% (8)	33% (4)		80% (4)	67% (2)	75% (3)	33% (1)	0% (0)	67% (2)
	Very Helpful	29% (5)	33% (4)		20% (1)	33% (1)	0% (0)	33% (1)	50% (2)	33% (1)
	Extremely Helpful	12% (2)	17% (2)		0% (0)	0% (0)	0% (0)	0% (0)	50% (2)	0% (0)
Wants more training in this topic	Yes	20% (4)	20% (3)		20% (1)	0% (0)	50% (2)	40% (2)	0% (0)	0% (0)
Enhancing the classroom environment										
Received training in area	Yes	86% (20)	81% (13)		100% (5)	67% (2)	100% (5)	80% (4)	100% (4)	75% (3)
Helpfulness (if yes, only)	Not at all helpful	6% (1)	9% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	13% (2)	18% (2)		0% (0)	0% (0)	25% (1)	33% (1)	0% (0)	0% (0)
	Helpful	44% (7)	36% (4)		60% (3)	100% (2)	50% (2)	33% (1)	0% (0)	67% (2)
	Very Helpful	19% (3)	9% (1)		40% (2)	0% (0)	0% (0)	33% (1)	25% (1)	33% (1)
	Extremely Helpful	19% (3)	27% (3)		0% (0)	0% (0)	0% (0)	0% (0)	75% (3)	0% (0)
Wants more training in this topic	Yes	25% (5)	20% (3)		40% (2)	0% (0)	50% (2)	60% (3)	0% (0)	0% (0)
Establishing play centers										
Received training in area	Yes	95% (20)	94% (15)		100% (5)	100% (3)	100% (5)	80% (4)	100% (4)	100% (4)
Helpfulness (if yes, only)	Not at all helpful	5% (1)	7% (1)		0% (0)	0% (0)	25% (1)	25% (1)	0% (0)	0% (0)
	A Little helpful	11% (2)	14% (2)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	Helpful	47% (4)	43% (6)		60% (3)	100% (3)	50% (2)	25% (1)	0% (0)	75% (3)
	Very Helpful	21% (9)	14% (2)		40% (2)	0% (0)	0% (0)	50% (2)	25% (1)	25% (2)
	Extremely Helpful	16% (3)	21% (3)		0% (0)	0% (0)	0% (0)	0% (0)	75% (3)	0% (0)
Wants more training in this topic	Yes	25% (5)	20% (3)		40% (2)	0% (0)	50% (2)	60% (3)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Scaffolding play										
Received training in area	Yes	81% (17)	75% (12)		100% (5)	33% (1)	100% (5)	60% (3)	100% (4)	100% (4)
Helpfulness (if yes, only)	Not at all helpful	6% (1)	9% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	6% (1)	9% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	Helpful	50% (8)	45% (5)		60% (3)	100% (1)	50% (2)	67% (2)	0% (0)	75% (3)
	Very Helpful	19% (3)	9% (1)		40% (2)	0% (0)	0% (0)	33% (1)	25% (1)	25% (1)
	Extremely Helpful	19% (3)	27% (3)		0% (0)	0% (0)	0% (0)	0% (0)	75% (3)	0% (0)
Wants more training in this topic	Yes	20% (4)	20% (3)		20% (1)	0% (0)	50% (2)	40% (2)	0% (0)	0% (0)
Developing a culturally responsive classroom										
Received training in area	Yes	86% (18)	81% (13)		100% (5)	67% (2)	100% (5)	60% (3)	100% (4)	100% (4)
Helpfulness (if yes, only)	Not at all helpful	6% (1)	8% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	6% (1)	8% (1)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	25% (1)
	Helpful	53% (9)	50% (6)		60% (3)	100% (2)	75% (3)	67% (2)	0% (0)	50% (2)
	Very Helpful	18% (3)	8% (1)		40% (2)	0% (0)	0% (0)	33% (1)	25% (1)	25% (1)
	Extremely Helpful	18% (3)	25% (3)		0% (0)	0% (0)	0% (0)	0% (0)	75% (3)	0% (0)
Wants more training in this topic	Yes	25% (5)	20% (3)		40% (2)	0% (0)	50% (2)	60% (3)	0% (0)	0% (0)
Using OWL Quality Indicators										
Received training in area	Yes	62% (13)	63% (10)		60% (3)	0% (0)	100% (5)	60% (3)	75% (4)	50% (2)
Helpfulness (if yes, only)	Not at all helpful	9% (1)	11% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	9% (1)	11% (1)		0% (0)	0% (0)	0% (0)	33% (1)	0% (0)	0% (0)
	Helpful	55% (6)	44% (4)		100% (2)	0% (0)	75% (3)	67% (3)	0% (0)	100% (0)
	Very Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Extremely Helpful	27% (3)	33% (3)		0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)
Wants more training in this topic	Yes	35% (7)	20% (3)		80% (4)	33% (1)	50% (2)	60% (3)	0% (0)	25% (1)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Using Tier 2 and Tier 3 fidelity monitors (e.g., <i>Language for Learning Technical Assistance Form</i>)										
Received training in area	Yes	62% (13)	56% (9)		80% (4)	67% (2)	100% (5)	40% (2)	75% (3)	25% (1)
Helpfulness (if yes, only)	Not at all helpful	8% (1)	13% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	8% (1)	13% (1)		0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	0% (0)
	Helpful	42% (5)	38% (3)		50% (2)	100% (2)	75% (3)	0% (0)	0% (0)	0% (0)
	Very Helpful	17% (2)	0% (0)		50% (2)	0% (0)	0% (0)	50% (1)	0% (0)	100% (1)
	Extremely Helpful	25% (3)	38% (3)		0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)
Wants more training in this topic	Yes	25% (5)	27% (4)		20% (1)	0% (0)	50% (2)	40% (2)	0% (0)	25% (1)
Dual discrepancy model										
Received training in area	Yes	48% (10)	50% (8)		60% (3)	0% (0)	100% (5)	20% (1)	75% (3)	25% (1)
Helpfulness (if yes, only)	Not at all helpful	14% (1)	17% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	14% (1)	17% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	Helpful	29% (2)	17% (1)		100% (1)	0% (0)	50% (2)	0% (0)	0% (0)	0% (0)
	Very Helpful	43% (3)	50% (3)		0% (0)	0% (0)	0% (0)	0% (0)	100% (3)	0% (0)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	30% (6)	13% (2)		80% (4)	33% (1)	50% (2)	40% (2)	0% (0)	25% (1)
Using technology (e.g., <i>Adobe Connect</i>, digital/video camera)										
Received training in area	Yes	52% (11)	50% (8)		60% (3)	0% (0)	100% (5)	20% (1)	75% (3)	50% (2)
Helpfulness (if yes, only)	Not at all helpful	10% (1)	14% (1)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	0% (0)
	A Little helpful	20% (2)	29% (2)		0% (0)	0% (0)	25% (1)	0% (0)	0% (0)	50% (1)
	Helpful	20% (2)	14% (1)		33% (1)	0% (0)	50% (1)	0% (0)	0% (0)	0% (0)
	Very Helpful	50% (5)	43% (3)		67% (3)	0% (0)	0% (0)	100% (1)	100% (3)	50% (1)
	Extremely Helpful	0% (0)	0% (0)		0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Wants more training in this topic	Yes	20% (4)	7% (1)		60% (3)	33% (1)	50% (2)	20% (1)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
SUPPORT/COACHING FROM SPECIALISTS										
Early Interventionist										
Received Support	Yes		13% (2)			0% (0)	50% (2)	0% (0)	0% (0)	0% (0)
	No		53% (8)			100% (1)	50% (2)	75% (3)	0% (0)	67% (2)
	NA		33% (5)			0% (0)	0% (0)	25% (1)	100% (3)	33% (1)
Quantity (excludes NA above)	Too Little		100% (2)			0% (0)	100% (2)	0% (0)	0% (0)	0% (0)
	Just right		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Never Helpful		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Occasionally Helpful		100% (2)			0% (0)	100% (2)	0% (0)	0% (0)	0% (0)
	Usually helpful		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Always helpful		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Occupational Therapist										
Received Support	Yes		44% (7)			50% (1)	50% (2)	0% (0)	67% (2)	67% (2)
	No		50% (8)			50% (1)	50% (2)	75% (3)	33% (1)	33% (1)
	NA		6% (1)			0% (0)	0% (0)	25% (1)	0% (0)	0% (0)
Quantity (excludes NA above)	Too Little		43% (3)			0% (0)	50% (1)	0% (0)	50% (1)	50% (1)
	Just right		57% (4)			100% (1)	50% (1)	0% (0)	50% (1)	50% (1)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Never Helpful		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Occasionally Helpful		29% (2)			0% (0)	100% (2)	0% (0)	0% (0)	0% (0)
	Usually helpful		57% (4)			0% (0)	0% (0)	0% (0)	100% (2)	100% (2)
	Always helpful		14% (1)			100% (1)	0% (0)	0% (0)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
SPED Coordinator										
Received Support	Yes		50% (8)			100% (2)	50% (2)	0% (0)	100% (3)	33% (1)
	No		38% (6)			0% (0)	50% (2)	75% (3)	0% (0)	33% (1)
	NA		13% (2)			0% (0)	0% (0)	25% (1)	0% (0)	33% (1)
Quantity (excludes NA above)	Too Little		29% (2)			0% (0)	50% (1)	0% (0)	33% (1)	0% (0)
	Just right		57% (4)			0% (0)	50% (1)	0% (0)	67% (2)	100% (1)
	Too much		14% (1)			100% (1)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Never Helpful		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Occasionally Helpful		29% (2)			100% (1)	50% (1)	0% (0)	0% (0)	0% (0)
	Usually helpful		43% (3)			0% (0)	50% (1)	0% (0)	33% (1)	100% (1)
	Always helpful		29% (2)			0% (0)	0% (0)	0% (0)	67% (2)	0% (0)
Speech/Language										
Received Support	Yes		50% (8)			100% (2)	50% (2)	0% (0)	100% (3)	33% (1)
	No		38% (6)			0% (0)	50% (2)	75% (3)	0% (0)	33% (1)
	NA		13% (2)			0% (0)	0% (0)	25% (1)	0% (0)	33% (1)
Quantity (excludes NA above)	Too Little		43% (3)			0% (0)	50% (1)	0% (0)	33% (1)	100% (1)
	Just right		57% (4)			100% (1)	50% (1)	0% (0)	67% (2)	0% (0)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Never Helpful		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Occasionally Helpful		29% (2)			0% (0)	50% (1)	0% (0)	0% (0)	100% (1)
	Usually helpful		29% (2)			0% (0)	50% (1)	0% (0)	33% (1)	0% (0)
	Always helpful		43% (3)			100% (1)	0% (0)	0% (0)	67% (2)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
Other										
Received Support	Yes		17% (1)			0% (0)	0% (0)	0% (0)	0% (0)	33% (1)
	No		50% (3)			0% (0)	100% (1)	100% (2)	0% (0)	0% (0)
	NA		33% (2)			0% (0)	0% (0)	0% (0)	0% (0)	67% (2)
Quantity (excludes NA above)	Too Little		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Just right		100% (1)			0% (0)	0% (0)	0% (0)	0% (0)	100% (1)
	Too much		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Helpfulness (received support only)	Never Helpful		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Occasionally Helpful		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
	Usually helpful		100% (1)			0% (0)	0% (0)	0% (0)	0% (0)	100% (1)
	Always helpful		0% (0)			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)

Question	Responses	All	Teachers	TAs	Coaches	Evergreen	Fort Belknap	Great Falls Head Start	Great Falls Public	Hardin
STUDENT OUTCOMES										
Listening Comprehension skills										
Returning Children	Did Not Improve		3% (2)			0% (0)	0% (0)	8% (2)	0% (0)	0% (0)
	Slight Improvement		35% (28)			44% (4)	68% (17)	16% (4)	27% (3)	0% (0)
	Moderate Improvement		31% (25)			33% (3)	32% (8)	28% (7)	64% (7)	0% (0)
	Substantial Improvement		31% (25)			22% (2)	0% (0)	48% (12)	9% (1)	100% (10)
	TOTAL		100% (80)			9	25	25	11	10
Kindergarten-bound Children	Did Not Improve		4% (7)			5% (1)	0% (0)	5% (2)	0% (0)	20% (4)
	Slight Improvement		21% (34)			35% (7)	29% (17)	2% (1)	27% (7)	10% (2)
	Moderate Improvement		30% (49)			25% (5)	31% (18)	17% (7)	54% (14)	25% (5)
	Substantial Improvement		45% (75)			35% (7)	40% (23)	76% (31)	19% (5)	45% (9)
	TOTAL		100% (165)			20	58	41	26	20

STUDENT OUTCOMES**Teachers Only**

Think about the children in your classroom. How many improved their listening comprehension skills this year?

APPENDIX D

Teacher Knowledge Survey Teacher Knowledge Survey Summary

MONTANA PARTNERSHIP FOR EARLY LITERACY TEACHER KNOWLEDGE SURVEY

Thank you for participating in the Montana Partnership for Early Literacy. Your responses on the enclosed questionnaire will help us understand what caregivers know about language and literacy development, and what you do to support learning for the children in your care setting.

This questionnaire consists of three parts. **Part I** is a series of multiple choice and true/false questions about ways to support language and literacy in the classroom. Please select the best answers from the available options.

Part II asks about your personal learning styles and your beliefs as a caregiver. In this section, we are only interested in your personal beliefs and preferences; there are no right or wrong answers.

Part III asks some questions about your personal characteristics and experiences.

- **Please complete all three sections**
- **Please do not skip any items.**

Your responses to this questionnaire will be kept completely confidential. We request your name and contact information solely to keep track of which questionnaires have been returned to us. Your name will never be used in reporting results from our project.

When your questionnaire is completed, please return it to your center's coach, sealed, in the envelope provided. Please return your questionnaire no later than Friday, March 5, 2010.

Thank you for your participation in this project!

Part I: Language and Literacy Knowledge

Directions: Carefully read each of the following multiple choice questions. Circle only one answer from the choices provided to you for each question. If you are unsure of the right answer, please make your best guess.

1. The ability to point to the print as what carries the message instead of the picture on a page indicates a child's understanding:
 - a. That the words are made up of sounds which can be blended together.
 - b. That the print is what is read.
 - c. That words in sentences relate to each other.
 - d. That words can regularly occur in the same contexts.
2. During group time, Ms. Betty is about to read a book to her 5-year olds. As she reads, she runs her finger along underneath the text. Why does she do this?
 - a. To help children connect sounds and letters.
 - b. To keep children's attention.
 - c. To help children understand how print works.
 - d. To improve children's letter knowledge.
3. Which of the following practices might **best** help children learn how letters are related to their letter names?
 - a. Matching pictures and beginning sounds.
 - b. Singing the alphabet song slowly and pointing to each letter.
 - c. Asking children to spell the letters of their name.
 - d. Saying the letters of the alphabet out of order.
4. All of the following instructional activities improve children's understanding of how we use print in daily activity **EXCEPT**:
 - a. Creating a print-rich environment.
 - b. Copying simple words.
 - c. Writing a menu.
 - d. Reading a recipe.
5. Which of the following is an appropriate method for assessment and evaluation of children in early childhood education settings?
 - a. Observation.
 - b. Documentation.
 - c. Interviews.
 - d. All of the above.

6. Which of the following statements best describes how print works in storybooks?
- a. Print is just like oral language.
 - b. Print is written by people.
 - c. Print is read from left to right and top to bottom.
 - d. All of the above.
7. Assessment of preschool children generally should be:
- a. Linked to the home background of each child.
 - b. Primarily norm-referenced.
 - c. Untimed but similar for all children.
 - d. Ongoing and informal.
8. Each of the following is an informal assessment technique appropriate for preschoolers **EXCEPT**:
- a. Anecdotal records.
 - b. Portfolios.
 - c. Running records.
 - d. Emergent storybook readings.
9. Which of the following statements describes authentic assessment?
- a. Children's learning is compared to others using norm-referenced assessment.
 - b. Children's learning is examined in the context of meaningful activity.
 - c. Children's learning is assessed using authentic children's literature.
 - d. Children's learning is assessed for understanding of real versus fantasy.
10. What are appropriate ways for early childhood educators to use observation as a method of assessing children?
- a. To make conclusions about a child's development.
 - b. To provide information to parents.
 - c. To plan new activities.
 - d. b and c only.
11. One way to informally assess a child's phonological awareness might be to ask the child:
- a. To retell a favorite story.
 - b. To identify nursery rhymes.
 - c. To identify the letters of the alphabet.
 - d. To sound out the letters in his or her name.

12. Which of the following is typical of the language development of 3-year-olds?
- Begins to use simple sentences of at least three to four words.
 - Begins to retell their favorite stories with a beginning, middle, and end.
 - Begins to carry on a conversation involving three or more turns.
 - Begins to use declarative statements, like "Mommy get me."
13. Each of the following is an effective way to foster language development **EXCEPT**:
- Asking children to plan, do, and review their free-choice activities.
 - Expanding children's responses, such as "You'd like to play in the kitchen and make pizza? And what kind of pizza would you like to make today?"
 - Re-reading a favorite book.
 - Encouraging children to respond to questions in complete sentences.
14. Which of the following statements best describes how Vygotsky viewed language development?
- Language development is innate and every child is born with all the tools needed to acquire language.
 - Language development is a social and cultural phenomenon.
 - Language development occurs the same way for all children.
 - Language development is a result of environmental conditioning.
15. Someone who engages children every day in play, discussions, conversations, and singing songs is likely to be providing which of the following:
- Opportunities for recognizing the relationship between sounds and letters.
 - Experiences for children to learn and use new language rules.
 - Opportunities for oral language development.
 - Kinesthetic tactile experiences.
16. Each of the following activities is helpful for promoting oral language development **EXCEPT**:
- Naming letters.
 - Outdoor play.
 - Singing.
 - Free-choice time.
17. Which of the following activities best promotes vocabulary development?
- Reading a story.
 - Writing.
 - Talking.
 - Watching television.

18. Which of the following best explains why developing phonemic awareness in English may be especially challenging for a child for whom English is a second language?
- a. The sound system of the child's first language may not use an alphabet.
 - b. Some languages may require attention only to whole words, not sounds in words.
 - c. Sometimes teachers may not articulate sounds clearly.
 - d. The sound structure of the child's first language may be different from English.
19. Which of the following statements best defines phonemic awareness?
- a. Matching letters and sounds.
 - b. Hearing and manipulating individual sounds in spoken words.
 - c. Recognizing and spelling the letters in syllables.
 - d. Identifying words in context.
20. The alphabetic principal is best described as the understanding that:
- a. Sounds in words can be represented by letters.
 - b. Letters are formed from curved and straight lines.
 - c. There are many different alphabets in the world.
 - d. The sounds we speak are different from the letters we write.
21. Phonological awareness is best described as the ability to:
- a. Hear the sounds of language as distinct from its meaning.
 - b. Match sounds to letters.
 - c. Recognize different animal sounds like "oink" and "meow."
 - d. Identify upper and lower-case letters.
22. Which of the following practices best help preschoolers blend sounds in words?
- a. Identifying words that begin with the same sound.
 - b. Distinguishing sounds in words.
 - c. Stretching the sounds out in a word and putting them together.
 - d. Hearing different sounds, and identifying the letters that correspond to those sounds.
23. Encouraging children's early writing attempts is important because:
- a. It improves children's spelling skills.
 - b. It helps children understand how sounds relate to letters.
 - c. It improves children's thinking skills.
 - d. It helps them develop good handwriting skills.

24. Children who are emergent writers benefit most from opportunities to:
- Explore the uses of writing for communicating with others.
 - Learn how to form upper and lower-case letters.
 - Copy the texts of favorite story books.
 - Write letters on lined paper.
25. Between the ages of 1 and 5, children learn to use symbols like marks on paper and pictures in their play to:
- Manipulate objects and understand them.
 - Create and communicate meaning.
 - Learn to differentiate media.
 - Describe the roles of a writer and reader.
26. Four-year-old Sarah has drawn a picture. As Sarah tells her about the picture, the teacher writes down her words, and then reads it back to her. This activity promotes literacy development by:
- Helping the child learn more about narratives and their structure.
 - Reinforcing the child's understanding of the parts of a story.
 - Increasing the child's awareness of the relationship between written and oral language.
 - Expanding the child's understanding that there are many ways to write letters.
27. The following activities are appropriate for promoting letter knowledge **EXCEPT**:
- Singing the alphabet song.
 - Playing with alphabet puzzles.
 - Comparing letter shapes.
 - Handwriting.
28. Encouraging children to spell "their way" is helpful because they may learn to:
- Write correctly.
 - Differentiate print from pictures.
 - Think actively about letter-sound relationships.
 - Figure out the differences between vowels and consonants.
29. All of the following are important ways to encourage preschooler's early writing **EXCEPT**:
- Encouraging correct spelling.
 - Taking dictation for children unwilling to write.
 - Displaying children's writing around the room.
 - Having a designated writing area equipped with crayons, pencils, stencils, and several types of paper.

30. The most age-appropriate strategy for assessing whether 4-year-olds are ready to learn mathematical symbols for the numbers one through nine is to see if they can:
- Count from one to nine.
 - Classify nine objects that are similar in shape.
 - Group nine objects into sets of twos and threes.
 - Demonstrate one-to-one correspondence using objects.
31. Mrs. Smith wants to teach the concepts of first, middle, and last to a group of four-year-old children. She might best do this by:
- Drawing three familiar characters in a row and indicating which character is in which place.
 - Lining up stuffed animals and indicating which animal is in which place.
 - Having children take turns standing in line and asking them to identify who is in which place.
 - Showing the children picture cards of sets of three objects and asking them to tell which objects are in which place.
32. Which of the following activities best reinforces children's understanding of the relationship between the letter "d" and the sound that it makes?
- Saying words that begin with "d" and pointing to the beginning letter.
 - Spelling words that have the letter "d" in it.
 - Rhyming aloud words that end with the letter "d."
 - Asking children to identify things around the room that begin with the letter "d."
33. Of the following groups of materials, which would be the best selection to aid 4-year-olds in developing initial concepts about the physical characteristics of different objects?
- Paper, stationery, envelopes, storybooks, and a telephone book.
 - A toy train, pictures of trains, stories about trains, and sound records of trains.
 - Apples, oranges, onions, and peaches.
 - Sandpaper, rough wood, silk cloth, and wet soap.
34. Each of the following is an appropriate activity for helping children understand one-to-one correspondence **EXCEPT**:
- Counting from 1 to 10.
 - Setting out napkins on the table to match the number of chairs.
 - Counting blocks by pointing to each block.
 - Modeling counting as you point to three objects.

35. If a teacher is trying to promote concepts of print, and a child asks, "Can I paint now?" the teacher might respond:
- "Let's see if your name is on the waiting list."
 - "You should put a paint apron on first, Aki."
 - "Didn't I see that you were painting a few minutes ago?"
 - "Looks like the paint easels are in use right now."
36. One way to encourage reading in the home is to:
- Go to the library.
 - Plan to read before bedtime.
 - Read often.
 - All of the above.
37. Which of the following is the most effective way to encourage young children to go to a cozy corner book area more often during free-choice time?
- Reward children who choose to go to the area during free-choice time.
 - Structure 20 minutes of independent reading time each morning.
 - Create an attractive area with open faced bookshelves.
 - Provide at least 50-100 books in the area.
38. Placing menus with pictures and print in the dramatic play center may support young children's:
- Understanding of left to right progression.
 - Awareness of the functions of print.
 - Spelling development.
 - All of the above.
39. Ms. Jones places a variety of books in all centers throughout her child care setting. For example, in the kitchen play area she has a selection of simple cookbooks. In the art center, she has several art books. She has some newspapers and magazines in the dramatic play center, and brings a basket of nature and insect books with her when she takes the children outdoors. In what way does this support early reading development for young children?
- It helps children learn to think about reading as an important part of their daily activities.
 - It ensures that children will spend at least an hour each day reading.
 - It gives children more situations in which they must read to do certain activities.
 - It prevents children from becoming too dependent on Ms. Jones for information and guidance.

40. Interactive storybook reading means that:
- Children are encouraged to read along with their peers.
 - Children are encouraged to predict what comes next in a story.
 - Children have opportunities to read aloud.
 - Children get to act out the story.
41. Kyesha is a 4-year-old preschooler with reading skills at the kindergarten level. What is the best approach to take with Kyesha to create a supportive learning environment for her?
- Keep her involved in all group activities so her peers do not notice the difference in her ability.
 - Encourage her parents to enroll her in kindergarten immediately.
 - Make sure she has plenty of opportunities to interact with books on her own.
 - Have her act as a tutor to other children who may show little interest in reading.
42. Which of the following statements best describes why integrating curriculum is important in preschool settings?
- Children cannot really distinguish between science, reading, and math, and so it makes sense to place all subject matter together.
 - Children are exposed to in-depth study of important information topics.
 - Children need to begin to learn about many different things they will be assessed on in first grade.
 - Children do not seem to enjoy curriculum that is not integrated.
43. Vygotsky's *zone of proximal development* emphasizes:
- The difference between a child's level of independent functioning and his or her performance when aided by an adult.
 - The difference between practical, creative, and academic learning.
 - Factors that lead to changes in cognitive tasks.
 - The importance of motivation and the expectation of success.
44. Early childhood educators support English language learning for second language learners by each of the following activities **EXCEPT**:
- Modeling appropriate use of English.
 - Creating environmental print in children's first and second language.
 - Correcting children's grammar and mispronunciations.
 - Reading storybooks in English.

45. A *developmentally-appropriate* curriculum is one that:
- a. An early childhood educator always plans in cooperation with parents.
 - b. Builds upon the interests of children.
 - c. Places a greater emphasis on play than on cognitive skill development.
 - d. Is established in advance.
46. The pre-operational stage is the second stage of Piaget's theory of cognitive development. Which of the following accurately describes characteristics of children in the stage of cognitive development?
- a. Accelerated language development.
 - b. Less dependence on sensorimotor action.
 - c. Dependence on concrete representations.
 - d. All of the above.
47. An early childhood educator who visits with parents at the beginning of each new year and discusses their child's interests is most likely attempting to do which of the following?
- a. Gain information that can be used to make engaging assessments.
 - B. Gain information that can be used to plan holiday activities.
 - c. Integrate children's home background in planned activities.
 - d. Help families best utilize community resources.
48. Which of the following models of early childhood education uses *developmentally appropriate* practice methods?
- a. Montessori.
 - b. Head Start.
 - d. Reggio Emilia
 - d. All of the above.
49. Each of the following helps involve parents and families in their children's early education program, EXCEPT:
- a. Making home visits to get to know parents and families better.
 - b. Asking parents what goals they have for their children, and plan activities to try to help children meet these goals.
 - c. Communicating regularly with parents about their children's progress.
 - d. Calling parents when a child misbehaves.

50. Ms. Ruppert wants to foster multicultural awareness and appreciation among the diverse children in her child care setting. Which of the following is the best way to go about doing this?
- Emphasize the similarities between children of different racial and ethnic groups.
 - Help children develop a better understanding of themselves, their culture, and the culture of others.
 - Invite parents to visit the classroom to share stories about their family traditions.
 - Designate a particular day of the week to highlight different cultures not represented by children in the setting.

Directions: Carefully read each of the following statements. At the end of each statement, please indicate whether you think the statement is TRUE or FALSE by circling the best choice. If you are unsure of the correct answer, please make your best guess.

1. It is common for children to have letter name knowledge by age 4.	TRUE	FALSE
2. Children who are non-English language speakers benefit most when they are required to speak in English in formal settings.	TRUE	FALSE
3. Children typically have an intuitive understanding of numbers by the age of 4.	TRUE	FALSE
4. Children's vocabulary in the early years is a strong predictor of their later reading achievement.	TRUE	FALSE
5. It is more important to have small teacher-child ratios in the toddler years when children are beginning to talk, than in early infancy when children spend most of their time napping.	TRUE	FALSE
6. Children always advance from one identifiable stage to another.	TRUE	FALSE
7. Reading instruction should begin about when children are 6½ years old.	TRUE	FALSE
8. Children can generally understand more language than they can produce.	TRUE	FALSE
9. It is common for children to have some number name knowledge by age 2½.	TRUE	FALSE

10. Children's beginning writing attempts often look like block letters.	TRUE	FALSE
11. Second language learners should be exposed on a regular basis to storybooks in English.	TRUE	FALSE
12. Standardized tests with validity and reliability are the best way to determine if a child is ready for kindergarten.	TRUE	FALSE
13. Children learn to sort and identify letters by their sound features.	TRUE	FALSE
14. Children's knowledge of nursery rhymes is related to their letter knowledge.	TRUE	FALSE
15. Infants learn about their world through sensing and acting.	TRUE	FALSE
16. Correcting a child when he makes a statement like "I runned" by saying, "No, you mean you ran?" helps him learn syntax.	TRUE	FALSE
17. Encouraging parents of second language learners to use the English language exclusively in the home enhances children's English acquisition.	TRUE	FALSE
18. Fathers can affect their children's attitudes and engagement with books.	TRUE	FALSE
19. Parents should point to each word in picture books as they read to their child.	TRUE	FALSE
20. Block areas generate large amounts of child communication.	TRUE	FALSE

Part II: Teaching Beliefs & Learning Styles

In this section, we are interested in your personal opinions and beliefs. There are no right or wrong answers—only what you feel is right for you. Please think about each statement carefully, and choose the response that best describes how you feel.

Please rate how much you agree or disagree with each statement.

Strongly Disagree ①	Disagree ②	Neutral ③	Agree ④	Strongly Agree ⑤	
1. I am confident in my ability to support the early reading and writing skills of all of the children in my care.	①	②	③	④	⑤
2. I am confident that I can help all of the children in my care develop early writing skills.	①	②	③	④	⑤
3. I enjoy learning about new ways to teach early reading and writing skills.	①	②	③	④	⑤
4. Changing my practice to better support early language development would take a lot of time and energy.	①	②	③	④	⑤
5. I am confident that I can help children whose first language is not English make significant progress in their language skills.	①	②	③	④	⑤
6. I am confident that I can teach all of the children in my care to recognize rhymes.	①	②	③	④	⑤
7. I am interested in learning more about how to support children's language development.	①	②	③	④	⑤
8. I am not very effective in keeping track of children's early reading and writing skill development.	①	②	③	④	⑤
9. Being able to support children's language development is more important to me than other teaching skills.	①	②	③	④	⑤
10. I have the knowledge and skills to work effectively with a child who has language difficulties.	①	②	③	④	⑤
11. I am confident that I can motivate all of the children in my care to read or look at books regularly.	①	②	③	④	⑤
12. Being a caregiver who can foster children's early reading and writing skills is important to me.	①	②	③	④	⑤

Strongly Disagree ①	Disagree ②	Neutral ③	Agree ④	Strongly Agree ⑤			
13. Learning new ways to support children's early reading and writing skills would be useful to me.			①	②	③	④	⑤
14. I don't teach early reading and writing skills as well as I teach other skills.			①	②	③	④	⑤
15. I understand language concepts well enough to be effective in supporting children's development of early reading and writing skills.			①	②	③	④	⑤
16. I am confident that I can teach all of the children in my care to recognize letter sounds.			①	②	③	④	⑤
17. I would value having a better understanding of children's early language development			①	②	③	④	⑤
18. I would have to give up things I enjoy doing in order to invest time in learning about children's development of early reading and writing skills.			①	②	③	④	⑤
19. I am confident that I can teach all of the children in my care all their alphabet letters.			①	②	③	④	⑤
20. I am confident that I can help all of the children in my care make significant progress in their language skills this year.			①	②	③	④	⑤

Part III: Personal Information

Your name: _____

At what center do you work?

- | | |
|--|---|
| <input type="radio"/> Evergreen | <input type="radio"/> Hardin |
| <input type="radio"/> Fort Belknap Agency | <input type="radio"/> Great Falls: Annex |
| <input type="radio"/> Fort Belknap Ramona King | <input type="radio"/> Great Falls: Longfellow |
| <input type="radio"/> Fort Belknap Three Strikes | <input type="radio"/> Great Falls: Skyline |

What is your role?

- | | |
|---|--------------------------------|
| <input type="radio"/> Lead teacher | <input type="radio"/> Coach |
| <input type="radio"/> Assistant teacher | <input type="radio"/> Director |

What is your highest education level?

- | | | | |
|-----------------------|-------------------------|-----------------------|-------------------|
| <input type="radio"/> | Some high school | <input type="radio"/> | Associate Degree |
| <input type="radio"/> | High School Diploma/GED | <input type="radio"/> | Bachelor's Degree |
| <input type="radio"/> | Some college | <input type="radio"/> | Master's Degree |
| | | <input type="radio"/> | Other |

Which best describes your race or ethnicity?

- | | | | |
|-----------------------|---------------------------|-----------------------|--------------|
| <input type="radio"/> | American Indian | <input type="radio"/> | White |
| <input type="radio"/> | Asian or Pacific Islander | <input type="radio"/> | Multiracial: |
| <input type="radio"/> | Hispanic Latino | <input type="radio"/> | Other: |
| <input type="radio"/> | Black | | |

About how many years have you worked in child care?

- | | | | |
|-----------------------|------------------------|-----------------------|-------------------|
| <input type="radio"/> | This is my first year. | <input type="radio"/> | 10-14 years. |
| <input type="radio"/> | 2-4 years. | <input type="radio"/> | 15-19 years. |
| <input type="radio"/> | 5-9 years. | <input type="radio"/> | 20 or more years. |

Do you have a CDA credential? ☐ Yes ☐ No

Thank you for completing this questionnaire!

**Please place the survey in the envelope provided,
seal it, and return it to your coach by March 5, 2010.**

Teacher Knowledge Survey

Part I: Language and Literacy Knowledge

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
	PRINT AWARENESS	57%	71%	41%	57%	70%	63%	56%	52%	71%
1	The ability to point to the print as what carries the message instead of the picture on a page indicates a child's understanding: a. That the words are made up of sounds which can be blended together. b. That the print is what is read. c. That words in sentences relate to each other. d. That words can regularly occur in the same contexts.	81%	100%	50%	88%	100%	91%	80%	80%	83%
2	During group time, Ms. Betty is about to read a book to her 5-year olds. As she reads, she runs her finger along underneath the text. Why does she do this? a. To help children connect sounds and letters. b. To keep children's attention. c. To help children understand how print works. d. To improve children's letter knowledge.	81%	100%	50%	88%	100%	91%	85%	72%	100%
4	All of the following instructional activities improve children's understanding of how we use print in daily activity EXCEPT: a. Creating a print-rich environment. b. Copying simple words. c. Writing a menu. d. Reading a recipe.	47%	67%	50%	41%	20%	55%	40%	44%	67%
6	Which of the following statements best describes how print works in storybooks? a. Print is just like oral language. b. Print is written by people. c. Print is read from left to right and top to bottom. d. All of the above.	30%	17%	29%	29%	40%	36%	20%	36%	33%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
	PRINT AWARENESS (continued)									
26	Four-year-old Sarah has drawn a picture. As Sarah tells her about the picture, the teacher writes down her words, and then reads it back to her. This activity promotes literacy development by: a. Helping the child learn more about narratives and their structure. b. Reinforcing the child's understanding of the parts of a story. c. Increasing the child's awareness of the relationship between written and oral language. d. Expanding the child's understanding that there are many ways to write letters.	87%	100%	64%	88%	100%	100%	85%	84%	100%
35	If a teacher is trying to promote concepts of print, and a child asks, "Can I paint now?" the teacher might respond: a. "Let's see if your name is on the waiting list." b. "You should put a paint apron on first, Aki." c. "Didn't I see that you were painting a few minutes ago?" d. "Looks like the paint easels are in use right now."	81%	100%	50%	88%	100%	91%	85%	72%	100%
38	Placing menus with pictures and print in the dramatic play center may support young children's: a. Understanding of left to right progression. b. Awareness of the functions of print. c. Spelling development. d. All of the above.	25%	50%	21%	24%	20%	18%	30%	16%	33%
19	F: Parents should point to each word in picture books as they read to their child	21%	33%	14%	6%	80%	18%	25%	8%	50%
	ASSESSMENT	55%	60%	40%	61%	83%	50%	56%	52%	60%
5	Which of the following is an appropriate method for assessment and evaluation of children in early childhood education settings? a. Observation. b. Documentation. c. Interviews. d. All of the above.	94%	100%	93%	88%	100%	100%	90%	96%	100%
7	Assessment of preschool children generally should be: a. Linked to the home background of each child. b. Primarily norm-referenced. c. Untimed but similar for all children. d. Ongoing and informal.	72%	83%	57%	94%	100%	36%	80%	64%	67%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
	ASSESSMENT (continued)									
8	Each of the following is an informal assessment technique appropriate for preschoolers EXCEPT: a. Anecdotal records. b. Portfolios. c. Running records. d. Emergent storybook readings.	23%	17%	21%	24%	80%	0%	15%	24%	33%
9	Which of the following statements describes authentic assessment? a. Children's learning is compared to others using norm-referenced assessment. b. Children's learning is examined in the context of meaningful activity. c. Children's learning is assessed using authentic children's literature. d. Children's learning is assessed for understanding of real versus fantasy.	58%	83%	14%	65%	100%	73%	60%	56%	50%
10	What are appropriate ways for early childhood educators to use observation as a method of assessing children? a. To make conclusions about a child's development. b. To provide information to parents. c. To plan new activities. d. b and c only.	62%	83%	50%	65%	80%	55%	70%	56%	83%
30	The most age-appropriate strategy for assessing whether 4-year-olds are ready to learn mathematical symbols for the numbers one through nine is to see if they can: a. Count from one to nine. b. Classify nine objects that are similar in shape. c. Group nine objects into sets of twos and threes. d. Demonstrate one-to-one correspondence using objects.	53%	33%	21%	65%	100%	64%	55%	44%	67%
12	F: Standardized tests with validity and reliability are the best way to determine if a child is ready for kindergarten.	75%	83%	64%	82%	100%	64%	75%	72%	83%
	LANGUAGE AND VOCABULARY DEVELOPMENT	64%	58%	58%	64%	96%	63%	61%	63%	77%
12	Which of the following is typical of the language development of 3-year-olds? a. Begins to use simple sentences of at least three to four words. b. Begins to retell their favorite stories with a beginning, middle, and end. c. Begins to carry on a conversation involving three or more turns. d. Begins to use declarative statements, like "Mommy get me."	15%	0%	21%	24%	0%	9%	10%	20%	17%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
	LANGUAGE AND VOCABULARY (continued)									
13	Each of the following is an effective way to foster language development EXCEPT: a. Asking children to plan, do, and review their free-choice activities. b. Expanding children's responses, such as "You'd like to play in the kitchen and make pizza? And what kind of pizza would you like to make today?" c. Re-reading a favorite book. d. Encouraging children to respond to questions in complete sentences.	23%	0%	36%	12%	80%	9%	25%	24%	17%
14	Which of the following statements best describes how Vygotsky viewed language development? a. Language development is innate and every child is born with all the tools needed to acquire language. b. Language development is a social and cultural phenomenon. c. Language development occurs the same way for all children. d. Language development is a result of environmental conditioning.	38%	50%	43%	12%	100%	36%	25%	44%	50%
15	Someone who engages children every day in play, discussions, conversations, and singing songs is likely to be providing which of the following: a. Opportunities for recognizing the relationship between sounds and letters. b. Experiences for children to learn and use new language rules. c. Opportunities for oral language development. d. Kinesthetic tactile experiences.	74%	83%	36%	82%	100%	91%	55%	84%	83%
16	Each of the following activities is helpful for promoting oral language development EXCEPT: a. Naming letters. b. Outdoor play. c. Singing. d. Free-choice time.	49%	67%	29%	35%	100%	64%	45%	36%	100%
17	Which of the following activities best promotes vocabulary development? a. Reading a story. b. Writing. c. Talking. d. Watching television.	45%	50%	50%	24%	100%	45%	30%	56%	33%
4	T: Children's vocabulary in the early years is a strong predictor of their later reading achievement.	81%	67%	79%	88%	100%	73%	95%	64%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
	LANGUAGE AND VOCABULARY (continued)									
5	F: It is more important to have small teacher-child ratios in the toddler years when children are beginning to talk, than in early infancy when children spend most of their time napping.	74%	50%	71%	88%	100%	55%	75%	76%	67%
8	T: Children can generally understand more language than they can produce.	89%	100%	93%	76%	100%	91%	85%	88%	100%
16	F: Correcting a child when he makes a statement like "I runned" by saying, "No, you mean you ran?" helps him learn syntax.	55%	33%	21%	82%	80%	55%	60%	44%	83%
20	T: Block areas generate large amounts of child communication.	87%	67%	79%	94%	100%	91%	75%	92%	100%
	PHONEMIC/PHONOLOGICAL AWARENESS/PHONICS	58%	61%	40%	61%	78%	65%	60%	53%	65%
11	One way to informally assess a child's phonological awareness might be to ask the child: a. To retell a favorite story. b. To identify nursery rhymes. c. To identify the letters of the alphabet. d. To sound out the letters in his or her name.	4%	0%	0%	6%	0%	9%	0%	4%	0%
18	Which of the following best explains why developing phonemic awareness in English may be especially challenging for a child for whom English is a second language? a. The sound system of the child's first language may not use an alphabet. b. Some languages may require attention only to whole words, not sounds in words. c. Sometimes teachers may not articulate sounds clearly. d. The sound structure of the child's first language may be different from English.	85%	67%	64%	94%	100%	100%	85%	84%	83%
19	Which of the following statements best defines phonemic awareness? a. Matching letters and sounds. b. Hearing and manipulating individual sounds in spoken words. c. Recognizing and spelling the letters in syllables. d. Identifying words in context.	64%	50%	43%	82%	80%	64%	70%	52%	83%
20	The alphabetic principal is best described as the understanding that: a. Sounds in words can be represented by letters. b. Letters are formed from curved and straight lines. c. There are many different alphabets in the world. d. The sounds we speak are different from the letters we write.	83%	83%	64%	88%	100%	91%	70%	88%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
	PHONEMIC/PHONOLOGICAL AWARENESS/PHONICS (continued)									
21	Phonological awareness is best described as the ability to: a. Hear the sounds of language as distinct from its meaning. b. Match sounds to letters. c. Recognize different animal sounds like “oink” and “meow.” d. Identify upper and lower-case letters.	45%	50%	29%	41%	60%	64%	60%	32%	50%
22	Which of the following practices best help preschoolers blend sounds in words? a. Identifying words that begin with the same sound. b. Distinguishing sounds in words. c. Stretching the sounds out in a word and putting them together. d. Hearing different sounds, and identifying the letters that correspond to those sounds.	62%	83%	21%	71%	100%	73%	65%	52%	83%
32	Which of the following activities best reinforces children’s understanding of the relationship between the letter “d” and the sound that it makes? a. Saying words that begin with “d” and pointing to the beginning letter. b. Spelling words that have the letter “d” in it. c. Rhyming aloud words that end with the letter “d.” d. Asking children to identify things around the room that begin with the letter “d.”	53%	67%	57%	29%	100%	55%	55%	52%	33%
13	F: Children learn to sort and identify letters by their sound features.	60%	83%	43%	71%	80%	45%	70%	48%	67%
14	F: Children’s knowledge of nursery rhymes is related to their letter knowledge.	66%	67%	43%	71%	80%	82%	65%	68%	83%
	EMERGENT WRITING	64%	67%	56%	70%	87%	56%	62%	61%	83%
23	Encouraging children’s early writing attempts is important because: a. It improves children’s spelling skills. b. It helps children understand how sounds relate to letters. c. It improves children’s thinking skills. d. It helps them develop good handwriting skills.	75%	50%	64%	88%	100%	73%	70%	76%	83%
24	Children who are emergent writers benefit most from opportunities to: a. Explore the uses of writing for communicating with others. b. Learn how to form upper and lower-case letters. c. Copy the texts of favorite story books. d. Write letters on lined paper.	64%	67%	43%	76%	100%	55%	70%	52%	100%
	EMERGENT WRITING (continued)									

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
25	Between the ages of 1 and 5, children learn to use symbols like marks on paper and pictures in their play to: a. Manipulate objects and understand them. b. Create and communicate meaning. c. Learn to differentiate media. d. Describe the roles of a writer and reader.	70%	67%	64%	76%	100%	55%	60%	68%	100%
28	Encouraging children to spell "their way" is helpful because they may learn to: a. Write correctly. b. Differentiate print from pictures. c. Think actively about letter-sound relationships. d. Figure out the differences between vowels and consonants.	81%	83%	50%	94%	100%	91%	75%	80%	100%
29	All of the following are important ways to encourage preschooler's early writing EXCEPT: a. Encouraging correct spelling. b. Taking dictation for children unwilling to write. c. Displaying children's writing around the room. d. Having a designated writing area equipped with crayons, pencils, stencils, and several types of paper.	64%	100%	36%	65%	100%	64%	70%	48%	100%
10	T: Children's beginning writing attempts often look like block letters	32%	33%	79%	18%	20%	0%	25%	40%	17%
	READING	86%	81%	75%	92%	87%	94%	86%	83%	94%
36	One way to encourage reading in the home is to: a. Go to the library. b. Plan to read before bedtime. c. Read often. d. All of the above.	96%	83%	100%	94%	100%	100%	100%	92%	100%
37	Which of the following is the most effective way to encourage young children to go to a cozy corner book area more often during free-choice time? a. Reward children who choose to go to the area during free-choice time. b. Structure 20 minutes of independent reading time each morning. c. Create an attractive area with open faced bookshelves. d. Provide at least 50-100 books in the area.	87%	83%	71%	94%	80%	100%	85%	84%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
	READING (continued)									
39	Ms. Jones places a variety of books in all centers throughout her child care setting. For example, in the kitchen play area she has a selection of simple cookbooks. In the art center, she has several art books. She has some newspapers and magazines in the dramatic play center, and brings a basket of nature and insect books with her when she takes the children outdoors. In what way does this support early reading development for young children? a. It helps children learn to think about reading as an important part of their daily activities. b. It ensures that children will spend at least an hour each day reading. c. It gives children more situations in which they must read to do certain activities. d. It prevents children from becoming too dependent on Ms. Jones for information and guidance.	87%	83%	71%	88%	100%	100%	90%	80%	100%
40	Interactive storybook reading means that: a. Children are encouraged to read along with their peers. b. Children are encouraged to predict what comes next in a story. c. Children have opportunities to read aloud. d. Children get to act out the story.	66%	50%	57%	76%	40%	82%	60%	68%	67%
7	F: Reading instruction should begin about when children are 6½ years old.	89%	83%	71%	100%	100%	91%	95%	80%	100%
18	T: Fathers can affect their children's attitudes and engagement with books.	92%	100%	79%	100%	100%	91%	85%	96%	100%
	DIFFERENTIATING INSTRUCTION	64%	78%	55%	58%	67%	74%	66%	59%	78%
41	Kyesha is a 4-year-old preschooler with reading skills at the kindergarten level. What is the best approach to take with Kyesha to create a supportive learning environment for her? a. Keep her involved in all group activities so her peers do not notice the difference in her ability. b. Encourage her parents to enroll her in kindergarten immediately. c. Make sure she has plenty of opportunities to interact with books on her own. d. Have her act as a tutor to other children who may show little interest in reading.	74%	83%	71%	59%	100%	82%	80%	60%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
DIFFERENTIATING INSTRUCTION (continued)										
43	Vygotsky's zone of proximal development emphasizes: a. The difference between a child's level of independent functioning and his or her performance when aided by an adult. b. The difference between practical, creative, and academic learning. c. Factors that lead to changes in cognitive tasks. d. The importance of motivation and the expectation of success.	55%	100%	50%	35%	80%	55%	70%	36%	100%
44	Early childhood educators support English language learning for second language learners by each of the following activities EXCEPT: a. Modeling appropriate use of English. b. Creating environmental print in children's first and second language. c. Correcting children's grammar and mispronunciations. d. Reading storybooks in English.	60%	83%	36%	59%	100%	64%	50%	64%	83%
45	A developmentally-appropriate curriculum is one that: a. An early childhood educator always plans in cooperation with parents. b. Builds upon the interests of children. c. Places a greater emphasis on play than on cognitive skill development. d. Is established in advance.	57%	50%	36%	76%	20%	73%	55%	64%	50%
46	The pre-operational stage is the second stage of Piaget's theory of cognitive development. Which of the following accurately describes characteristics of children in the stage of cognitive development? a. Accelerated language development. b. Less dependence on sensorimotor action. c. Dependence on concrete representations. d. All of the above.	60%	67%	79%	47%	0%	82%	65%	60%	50%
6	F: Children always advance from one identifiable stage to another.	75%	83%	57%	71%	100%	91%	75%	72%	83%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
	FAMILY AND CULTURE	67%	78%	48%	67%	100%	73%	65%	64%	78%
47	An early childhood educator who visits with parents at the beginning of each new year and discusses their child's interests is most likely attempting to do which of the following? a. Gain information that can be used to make engaging assessments. b. Gain information that can be used to plan holiday activities. c. Integrate children's home background in planned activities. d. Help families best utilize community resources.	62%	100%	21%	65%	100%	73%	60%	60%	67%
49	Each of the following helps involve parents and families in their children's early education program, EXCEPT: a. Making home visits to get to know parents and families better. b. Asking parents what goals they have for their children, and plan activities to try to help children meet these goals. c. Communicating regularly with parents about their children's progress. d. Calling parents when a child misbehaves.	79%	50%	71%	82%	100%	91%	85%	72%	83%
50	Ms. Ruppert wants to foster multicultural awareness and appreciation among the diverse children in her child care setting. Which of the following is the best way to go about doing this? a. Emphasize the similarities between children of different racial and ethnic groups. b. Help children develop a better understanding of themselves, their culture, and the culture of others. c. Invite parents to visit the classroom to share stories about their family traditions. d. Designate a particular day of the week to highlight different cultures not represented by children in the setting.	60%	83%	50%	53%	100%	55%	50%	60%	83%
	LETTER KNOWLEDGE	40%	44%	26%	41%	60%	42%	43%	35%	39%
3	Which of the following practices might best help children learn how letters are related to their letter names? a. Matching pictures and beginning sounds. b. Singing the alphabet song slowly and pointing to each letter. c. Asking children to spell the letters of their name. d. Saying the letters of the alphabet out of order.	21%	50%	0%	12%	20%	45%	20%	20%	17%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
	LETTER KNOWLEDGE (continued)									
27	The following activities are appropriate for promoting letter knowledge EXCEPT: a. Singing the alphabet song. b. Playing with alphabet puzzles. c. Comparing letter shapes. d. Handwriting.	36%	50%	0%	47%	80%	36%	40%	24%	50%
1	T: It is common for children to have letter name knowledge by age 4.	62%	33%	79%	65%	80%	45%	70%	60%	50%
	MATH	43%	37%	41%	38%	56%	51%	43%	42%	50%
30	The most age-appropriate strategy for assessing whether 4-year-olds are ready to learn mathematical symbols for the numbers one through nine is to see if they can: a. Count from one to nine. b. Classify nine objects that are similar in shape. c. Group nine objects into sets of twos and threes. d. Demonstrate one-to-one correspondence using objects.	53%	33%	21%	65%	100%	64%	55%	44%	67%
31	Mrs. Smith wants to teach the concepts of first, middle, and last to a group of four-year-old children. She might best do this by: a. Drawing three familiar characters in a row and indicating which character is in which place. b. Lining up stuffed animals and indicating which animal is in which place. c. Having children take turns standing in line and asking them to identify who is in which place. d. Showing the children picture cards of sets of three objects and asking them to tell which objects are in which place.	8%	0%	14%	6%	0%	9%	10%	8%	0%
34	Each of the following is an appropriate activity for helping children understand one-to-one correspondence EXCEPT: a. Counting from 1 to 10. b. Setting out napkins on the table to match the number of chairs. c. Counting blocks by pointing to each block. d. Modeling counting as you point to three objects.	66%	83%	50%	65%	100%	64%	75%	52%	100%
3	T: Children typically have an intuitive understanding of numbers by the age of 4.	60%	67%	79%	35%	80%	64%	55%	76%	33%
9	F: It is common for children to have some number name knowledge by age 2½.	28%	0%	43%	18%	0%	55%	20%	28%	50%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>	53	6	14	17	5	11	20	25	6
	SCIENCE									
33	Of the following groups of materials, which would be the best selection to aid 4-year-olds in developing initial concepts about the physical characteristics of different objects? a. Paper, stationery, envelopes, storybooks, and a telephone book. b. A toy train, pictures of trains, stories about trains, and sound records of trains. c. Apples, oranges, onions, and peaches. d. Sandpaper, rough wood, silk cloth, and wet soap.	74%	100%	36%	82%	100%	82%	80%	60%	100%
	ELLs	76%	75%	55%	84%	95%	84%	73%	75%	92%
18	Which of the following best explains why developing phonemic awareness in English may be especially challenging for a child for whom English is a second language? a. The sound system of the child's first language may not use an alphabet. b. Some languages may require attention only to whole words, not sounds in words. c. Sometimes teachers may not articulate sounds clearly. d. The sound structure of the child's first language may be different from English.	85%	67%	64%	94%	100%	100%	85%	84%	83%
2	F: Children who are non-English language speakers benefit most when they are required to speak in English in formal settings.	68%	67%	43%	82%	100%	64%	55%	68%	100%
11	T: Second language learners should be exposed on a regular basis to storybooks in English.	92%	100%	93%	88%	100%	91%	90%	92%	100%
17	F: Encouraging parents of second language learners to use the English language exclusively in the home enhances children's English acquisition.	60%	67%	21%	71%	80%	82%	60%	56%	83%
	MISCELLANEOUS									
48	Which of the following models of early childhood education uses developmentally appropriate practice methods? a. Montessori. b. Head Start. c. Reggio Emilia d. All of the above.	77%	83%	57%	71%	100%	100%	80%	68%	100%

#	Survey Item (correct response in bold print)	All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
N		53	6	14	17	5	11	20	25	6
	MISCELLANEOUS (continued)									
4 2	Which of the following statements best describes why integrating curriculum is important in preschool settings? a. Children cannot really distinguish between science, reading, and math, and so it makes sense to place all subject matter together. b. Children are exposed to in-depth study of important information topics. c. Children need to begin to learn about many different things they will be assessed on in first grade. d. Children do not seem to enjoy curriculum that is not integrated.	45%	50%	43%	29%	20%	82%	55%	44%	17%
1 5	T: Infants learn about their world through sensing and acting.	91%	83%	86%	94%	100%	91%	85%	92%	100%

TEACHER KNOWLEDGE SURVEY (continued)

Part 2: Teaching Beliefs & Learning Styles

#	Survey Item		All Centers	Evergreen	Fort Belnap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>		53	6	14	17	5	11	20	25	6
CONFIDENCE											
20	I am confident that I can help all of the children in my care make significant progress in their language skills this year.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Neutral	9%	0%	14%	6%	0%	18%	5%	12%	17%
		Agree	62%	67%	79%	65%	20%	55%	55%	68%	67%
		Strongly Agree	28%	33%	7%	29%	80%	27%	40%	20%	17%
		Agree & Strongly Agree	91%	100%	86%	94%	100%	82%	95%	88%	83%
11	I am confident that I can motivate all of the children in my care to read or look at books regularly.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	2%	0%	0%	0%	0%	9%	5%	0%	0%
		Neutral	9%	0%	0%	6%	0%	36%	0%	12%	17%
		Agree	72%	100%	86%	65%	60%	55%	85%	64%	67%
		Strongly Agree	17%	0%	14%	29%	40%	0%	10%	24%	17%
		Agree & Strongly Agree	89%	100%	100%	94%	100%	55%	95%	88%	83%
1	I am confident in my ability to support the early reading and writing skills of all of the children in my care.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Neutral	13%	17%	14%	12%	0%	18%	5%	16%	17%
		Agree	58%	50%	71%	65%	40%	45%	70%	52%	50%
		Strongly Agree	28%	33%	14%	24%	60%	36%	25%	32%	33%
		Agree & Strongly Agree	87%	83%	86%	88%	100%	82%	95%	84%	83%
16	I am confident that I can teach all of the children in my care to recognize letter sounds.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	4%	0%	0%	0%	0%	22%	10%	0%	0%
		Neutral	18%	0%	14%	24%	20%	22%	15%	22%	17%
		Agree	61%	100%	64%	59%	40%	44%	65%	57%	50%
		Strongly Agree	18%	0%	21%	18%	40%	11%	10%	22%	33%
		Agree & Strongly Agree	78%	100%	86%	76%	80%	56%	75%	78%	83%

#	Survey Item		All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>		53	6	14	17	5	11	20	25	6
CONFIDENCE (continued)											
6	I am confident that I can teach all of the children in my care to recognize rhymes.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	4%	0%	0%	0%	0%	18%	10%	0%	0%
		Neutral	21%	17%	7%	29%	20%	27%	15%	24%	33%
		Agree	57%	67%	86%	47%	40%	36%	70%	52%	33%
		Strongly Agree	19%	17%	7%	24%	40%	18%	5%	24%	33%
		Agree & Strongly Agree	75%	83%	93%	71%	80%	55%	75%	76%	67%
2	I am confident that I can help all of the children in my care develop early writing skills.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Neutral	26%	17%	7%	29%	20%	55%	20%	32%	17%
		Agree	53%	50%	71%	47%	60%	36%	70%	40%	50%
		Strongly Agree	21%	33%	21%	24%	20%	9%	10%	28%	33%
		Agree & Strongly Agree	74%	83%	93%	71%	80%	45%	80%	68%	83%
19	I am confident that I can teach all of the children in my care all their alphabet letters.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	8%	0%	0%	6%	0%	27%	15%	0%	0%
		Neutral	21%	0%	7%	24%	40%	36%	10%	28%	33%
		Agree	64%	100%	93%	53%	60%	27%	65%	64%	67%
		Strongly Agree	8%	0%	0%	18%	0%	9%	10%	8%	0%
		Agree & Strongly Agree	72%	100%	93%	71%	60%	36%	75%	72%	67%
5	I am confident that I can help children whose first language is not English make significant progress in their language skills.	Strongly Disagree	2%	0%	7%	0%	0%	0%	0%	4%	0%
		Disagree	4%	0%	7%	0%	0%	9%	5%	4%	0%
		Neutral	30%	17%	29%	41%	0%	36%	15%	48%	17%
		Agree	53%	83%	43%	53%	100%	27%	65%	36%	67%
		Strongly Agree	11%	0%	14%	6%	0%	27%	15%	8%	17%
		Agree & Strongly Agree	64%	83%	57%	59%	100%	55%	80%	44%	83%

#	Survey Item		All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>		53	6	14	17	5	11	20	25	6
ATTITUDES ABOUT LEARNING											
3	I enjoy learning about new ways to teach early reading and writing skills.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	2%	0%	7%	0%	0%	0%	5%	0%	0%
		Neutral	8%	0%	7%	12%	0%	9%	0%	16%	0%
		Agree	13%	0%	21%	12%	0%	18%	20%	8%	0%
		Strongly Agree	77%	100%	64%	76%	100%	73%	75%	76%	100%
		Agree & Strongly Agree	91%	100%	86%	88%	100%	91%	95%	84%	100%
7	I am interested in learning more about how to support children's language development.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	2%	0%	7%	0%	0%	0%	5%	0%	0%
		Neutral	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Agree	38%	50%	57%	35%	20%	18%	45%	40%	0%
		Strongly Agree	60%	50%	36%	65%	80%	82%	50%	60%	100%
		Agree & Strongly Agree	98%	100%	93%	100%	100%	100%	95%	###	100%
13	Learning new ways to support children's early reading and writing skills would be useful to me.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Neutral	6%	0%	7%	6%	0%	10%	0%	13%	0%
		Agree	46%	67%	64%	41%	40%	20%	55%	46%	17%
		Strongly Agree	48%	33%	29%	53%	60%	70%	45%	42%	83%
		Agree & Strongly Agree	94%	100%	93%	94%	100%	90%	100%	88%	100%
17	I would value having a better understanding of children's early language development	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	2%	0%	7%	0%	0%	0%	0%	4%	0%
		Neutral	13%	0%	21%	12%	0%	18%	5%	24%	0%
		Agree	57%	67%	57%	65%	60%	36%	85%	32%	67%
		Strongly Agree	28%	33%	14%	24%	40%	45%	10%	40%	33%
		Agree & Strongly Agree	85%	100%	71%	88%	100%	82%	95%	72%	100%

#	Survey Item		All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	<i>N</i>		53	6	14	17	5	11	20	25	6
ATTITUDES ABOUT LEARNING (continued)											
4	Changing my practice to better support early language development would take a lot of time and energy.	Strongly Disagree	2%	0%	0%	0%	20%	0%	5%	0%	0%
		Disagree	38%	67%	21%	29%	80%	36%	20%	44%	67%
		Neutral	30%	33%	36%	41%	0%	18%	40%	32%	0%
		Agree	21%	0%	21%	18%	0%	45%	30%	8%	33%
		Strongly Agree	9%	0%	21%	12%	0%	0%	5%	16%	0%
		Agree & Strongly Agree	30%	0%	43%	29%	0%	45%	35%	24%	33%
18	I would have to give up things I enjoy doing in order to invest time in learning about children’s development of early reading and writing skills.	Strongly Disagree	13%	17%	0%	18%	40%	9%	10%	16%	17%
		Disagree	34%	50%	0%	41%	60%	45%	30%	32%	33%
		Neutral	30%	33%	57%	18%	0%	27%	35%	28%	33%
		Agree	19%	0%	43%	12%	0%	18%	20%	20%	17%
		Strongly Agree	4%	0%	0%	12%	0%	0%	5%	4%	0%
		Agree & Strongly Agree	23%	0%	43%	24%	0%	18%	25%	24%	17%
EFFICACY											
8	I am not very effective in keeping track of children’s early reading and writing skill development.	Strongly Disagree	9%	17%	0%	6%	20%	18%	15%	4%	17%
		Disagree	47%	83%	29%	41%	80%	45%	50%	48%	33%
		Neutral	30%	0%	43%	41%	0%	27%	25%	32%	50%
		Agree	11%	0%	29%	6%	0%	9%	5%	16%	0%
		Strongly Agree	2%	0%	0%	6%	0%	0%	5%	0%	0%
		Agree & Strongly Agree	13%	0%	29%	12%	0%	9%	10%	16%	0%
14	I don’t teach early reading and writing skills as well as I teach other skills.	Strongly Disagree	8%	0%	0%	18%	20%	0%	10%	8%	0%
		Disagree	48%	67%	29%	53%	60%	50%	65%	25%	67%
		Neutral	35%	33%	57%	18%	20%	40%	20%	50%	33%
		Agree	10%	0%	14%	12%	0%	10%	5%	17%	0%
		Strongly Agree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Agree & Strongly Agree	10%	0%	14%	12%	0%	10%	5%	17%	0%

#	Survey Item		All Centers	Evergreen	Fort Belknap	Great Falls HS	Great Falls Public	Hardin	Teachers	TAs	Coaches
	N		53	6	14	17	5	11	20	25	6
EFFICACY (continued)											
15	I understand language concepts well enough to be effective in supporting children's development of early reading and writing skills.	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	6%	0%	7%	12%	0%	0%	5%	8%	0%
		Neutral	21%	0%	14%	35%	0%	30%	15%	25%	17%
		Agree	62%	83%	79%	41%	40%	70%	75%	54%	50%
		Strongly Agree	12%	17%	0%	12%	60%	0%	5%	13%	33%
		Agree & Strongly Agree	73%	100%	79%	53%	100%	70%	80%	67%	83%
10	I have the knowledge and skills to work effectively with a child who has language difficulties	Strongly Disagree	4%	17%	7%	0%	0%	0%	0%	4%	17%
		Disagree	8%	0%	0%	24%	0%	0%	10%	8%	0%
		Neutral	25%	0%	50%	12%	0%	36%	20%	32%	0%
		Agree	57%	83%	43%	59%	60%	55%	60%	48%	83%
		Strongly Agree	8%	0%	0%	6%	40%	9%	10%	8%	0%
		Agree & Strongly Agree	64%	83%	43%	65%	100%	64%	70%	56%	83%
OTHER											
9	Being able to support children's language development is more important to me than other teaching skills.	Strongly Disagree	2%	0%	0%	6%	0%	0%	5%	0%	0%
		Disagree	23%	17%	21%	29%	60%	0%	15%	28%	33%
		Neutral	45%	83%	57%	35%	0%	45%	55%	48%	17%
		Agree	28%	0%	14%	29%	40%	55%	25%	24%	33%
		Strongly Agree	2%	0%	7%	0%	0%	0%	0%	0%	17%
		Agree & Strongly Agree	30%	0%	21%	29%	40%	55%	25%	24%	50%
12	Being a caregiver who can foster children's early reading and writing skills is important to me	Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
		Neutral	6%	0%	14%	6%	0%	0%	0%	12%	0%
		Agree	38%	17%	57%	29%	20%	45%	45%	36%	17%
		Strongly Agree	57%	83%	29%	65%	80%	55%	55%	52%	83%
		Agree & Strongly Agree	94%	100%	86%	94%	100%	100%	100%	88%	100%

APPENDIX E

Telephone Interview Protocols

MTPEL Director

1. Please review MTPEL staffing and provide a brief overview of the responsibilities of each member:
 - a. ERF Specialists
 - b. Data/Assessment Manager
 - c. Parent/Family Coordinator/Kindergarten Transition
 - d. Center Coaches
 - e. Consultants
 - f. Yourself
2. Please describe goals, successes, challenges, and plans for 2010–2011 in regard to:
 - a. Intensity (full-time and/or full-year)
 - b. English Language Acquisition of ELLs/American Indians (Use of IES Practice Guide, Learning for Language, Structured English Immersion/SDAIE, Parent/Family and English Language Acquisition Coordinator roles)
 - c. Kindergarten Transition (K teachers involvement in training, communication between MTPEL and LEAs, data sharing, Family Involvement, Read Together Talk Together, It Takes Two to Talk, Family Literacy/Culture Tool Kits, Collaborative Transition Teams/Countdown to Kindergarten)
 - d. Community-Based Organization (Support cultural and instructional leadership at sites/centers, local school officials, PTAs, local early childhood education or intervention providers, Even Start, local and national tribal agencies, family health/Indian health agencies, and center and school libraries)
 - e. Assessments and progress monitoring (training, administration/fidelity, management, analysis, use; PPVT, PALS, IDGI, Get Ready to Read; ELLCO and CLASS)
 - f. Professional development for teachers, TAs, and center administrators (determining content [data, coaches, teachers], Winter/Summer Institutes, site-based meetings, coaching, peer observation, PLCs, reflection/portfolio development, MT colleges and universities, culturally responsive classrooms)
 - g. Professional development for coaches (coaching foundation, advanced, and expert training; goal setting, observe, model, co-teach, confer, study, reflect)
 - h. Curriculum and intervention materials (OWL, LFL, Parents)
 - i. Communication (quarterly leadership meetings, monthly management conference calls, monthly newsletters)
 - j. Other areas not discussed?
3. What have you learned, as a state, about:
 - a. Building state and local capacity?
 - b. Building model centers?
 - c. Closing the achievement gaps of American Indian and special needs children?

Early Reading First Specialists

Please describe goals, successes, challenges, and plans for next year in regard to:

- a. Your position (professional development needs)
- b. Professional development for teachers, TAs, and center administrators (determining content [data, coaches, teachers], Winter/Summer Institutes, site-based meetings, coaching, peer observation, PLCs, reflection/portfolio development, MT colleges and universities, culturally responsive classrooms, 1st and 2nd language acquisition; differentiating instruction; small group instruction; parent partnerships; SEI/SDAIE)
- c. Professional development for coaches (coaching foundation, advanced, and expert training; goal setting, observe, model, co-teach, confer, study, reflect)
- d. Working with other staff members of the project in monitoring implementation and developing professional development content (Data, Family, center coaches [curriculum], center admin, school specialists, consultants); integrating research (Mandy Smoker Broadus, Jill Allor, Frances Bessellieu, TD); and supporting ELLs
- e. Involving local tribes in the development of OWL units
- f. Involving kindergarten teachers in MTPEL professional development
- g. Family Literacy Kits, outings, and the lending library
- h. Dual discrepancy model and measuring growth of special needs children on IEPs
- i. Collaborative Community Transition Teams (membership, activities)
- j. Technology (Knowledge Box, others)
- k. Reduction in professional development and budget over time
- l. Other areas not discussed?

Assessment Coordinator

Please describe goals, successes, challenges, and plans for next year in regard to:

- a. Your position (professional development needs)
- b. Assessments and progress monitoring (training, administration/fidelity, management, analysis, use [Exceed/RTI]; PPVT, PALS, IDGI, and Get Ready to Read; ELLCO and CLASS)
- c. Developing local norms for IDGI
- d. Measuring growth of special needs children on IEPs
- e. Dual discrepancy model
- f. Using fidelity measures for Tier II and III instruction when interpreting data
- g. Working with other staff members at the project /site/center/classroom levels
- h. Technology (Knowledge Box, others)
- i. Other areas not discussed?

Parent/Family Coordinator

Please describe goals, successes, challenges, and plans for next year in regard to:

- a. Your position (professional development needs)
- b. Curriculum materials (RTTT, ITTTT) and implementation (language, location)
- c. Family Literacy/Culture Kits, outings, and the lending library
- d. Impact on parents as a result of participation (b and c) (homes, activities)
- e. Working with other staff members at the project/site/center/classroom levels
- f. Collaborative Community Transition Teams/Countdown to Kindergarten (membership, activities)
- g. Culturally responsive classrooms
- h. Building on existing family and parent literacy programs
- i. Technology (Knowledge Box, others)
- j. Other areas not discussed?

Center Coaches

Please describe goals, successes, challenges, and plans for next year in regard to:

1. Your position
2. Professional development (Prior experience/coaching qualifications; Foundational Training: 3 days (instructional components and quality indicators of OWL, Language for Learning; Tier II and Tier III interventions. Advanced Training: 3 days of coaching and application in each tier. Expert Training: (Years 1 and 2) Professional Development Team provides support to coaches in the classroom with the teachers to ensure fidelity to Tier I, Tier II, and Tier III materials)
3. Coaching teachers and assistant teachers (coaching and transfer of pd to classroom)
4. Dual discrepancy model, involvement in Tier II-III planning, and fidelity measures
5. Data (training, administration, management, analysis, and use of assessment and progress-monitoring)
6. Curriculum implementation (transfer of pd to classroom and implementation of OWL, LFL)
7. Technology (Knowledge Box, Exceed/RTI, other)
8. Culturally responsive classrooms (transfer of pd to classroom)
9. Measuring changes in listening comprehension
10. Working with other staff members at the project /site/center/classroom levels
11. Communication between MTPEL and sites/centers/classrooms
12. Other areas not discussed?